

Extended Summary of a National Study from Human Rights Perspective of Disabled Persons' Organizations on

"Inclusion of Students with Disabilities in Primary Education in Public Schools"

This Research was presented by a research team from the Arab Republic of Egypt to
Handicap International
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HIWAR Project

In partnership with the Information and Research Center at the King Hussein Foundation (IRCKHF)/ Jordan, and the Center for Continuing Education at Birzeit University / the Occupied Palestinian Territories, Handicap International is implementing a three-year regional project (2013-2016), funded by the European Union, in Jordan, Egypt and Palestine. The project aims at promoting the participation of disabled persons' organizations as active, reliable and qualified representatives in revising and analyzing the national policies with the public authorities and civil society organizations.

The implementation of this project is planned to end by September 2016.. The project is expected to support disability mobilization in the Middle East through improving the participation of the persons with disabilities in both economic and social fields in Jordan, Egypt and Palestine. To this effect, all the policies and programs satisfying and enhancing their capacities and rights will be developed and implemented,

Project Objectives:

1. Ensure that disabled persons' organizations enhance their potentials as civil representative in the context of regional transformation through capacity-building to raise awareness, support the implementation of the UN Convention on the Rights of Persons with Disabilities and protect them to ensure they can fully enjoy all human rights and basic freedoms.
2. Enhance and support scientific research and the issuance of national and regional reports on the status of implementing the current policies, develop advocacy and lobbying strategies, and translating them into leading national initiatives to advance the rights of persons with disabilities, and support their participation in the reshaping policies dialogues amongst key stakeholders.
3. Strengthen the capacity of civil society organizations and public authorities on the rights of persons with disabilities, promote the inclusion mechanism within their organizations' policies, and activate the sustainable impact respective to the importance of dialogue.
4. Monitor and identify the good practices of the capacity and impact of the disabled persons' organizations in the policy-making process

and the importance of their participation in disability mobilization, civil society and public authorities at both national and regional levels.

Project Activities:

1. Implementation of national and regional training courses to develop the capacities of disabled persons' organizations in the areas of organization development, basic qualitative and quantitative research methods, analysis of disability related policies and advocacy for change in the rights of persons with disabilities;
2. Development of an online accessible training e-learning curriculum supporting capacity building programs;
3. Analyzing policies and preparing the national and regional reports thereof;
4. Supporting disabled persons' organizations in preparation of the national advocacy strategies and implementation of local and national advocacy initiatives and campaigns;
5. Implementing exchange visits in the MENA region to expand outreach, networking and sharing of good practices amongst representatives of targeted disabled persons' organizations;
6. Conducting regional seminars and workshops for representatives of public authorities and civil society organizations for exchanges on inclusive disability related policies and mainstreaming disability strategies within their organizations;
7. Conducting roundtable and follow up meetings and dialogues for representatives of disabled persons' organizations, civil society organizations and public authorities;
8. Update "Mubadara" website which serves as a data bank, capturing all project progress and disability related initiatives in the Middle east;
9. Consolidation of the project's lessons learned and good practices at local, national and international levels;
10. Conducting the closing workshop to discuss policy gaps in the field of inclusive disability related policies in the MENA region and internationally to promote exchange of experiences mechanism and networking amongst disabled persons' organizations, civil society organizations and public authorities.



Capacity Raising Component

Persons with disabilities are being subjected to discrimination and face barriers on a daily basis; as a result, their participation on equal ground with others in society is hindered. Even worse, they are deprived of their rights to inclusion in terms of public education and employment, living independently in the society, and freedom of movement, etc. In order to bridge the protection gap and ensure that persons with disabilities enjoy the same standards of equality, rights and dignity enjoyed by all non-disabled persons, Jordan adopted the Convention on the Rights of Persons with Disabilities in 2006. This Convention has come to indicate the transformation from adopting traditional charity and medical based approaches to a human rights-based approach.

Capacity raising approach through stakeholders-participatory activities and dialogue:

The frameworks and approach pertaining to the component of capacity raising and empowerment that Handicap International adopts in this study take the following into account:

A. Raising the capacities of disabled persons' organizations due to its significance for the movement of persons with disabilities by the following means:

- Institutional development of organizations through training on teamwork mechanisms, governance, identification of needs and writing projects.
- Communication of persons with disabilities' demands through enhancing dialogue mechanism with civil society and public authorities at the national and regional levels.
- Monitoring violations against persons with disabilities and analyzing strengths, weaknesses, opportunities and threats to have a cause of intervention, such as a case, model for change, and expression of views on priorities.
- Advocacy in order to make change, raise awareness and gain support of civil society concerning the need for change.

B. Observing the principles of human rights approach:

- **Twin-track:** The case studies and adopted programs showed that removing obstacles and barriers only is not enough to ensure the participation of persons with disabilities in their communities on an equal basis.

Rather, persons with disabilities should also be supported at the same time by providing supporting and specialized services, particularly in the field of claiming rights and identifying the policies that promote claiming these rights.

- **Participation:** Persons with disabilities and their organizations were included in the study in terms of participation in planning, selection of tools and the development of a field action-plan, as well as the development and implementation of the technical study plan;
- **Equality and non-discrimination:** The principle of equality and non-discrimination was taken into account throughout all the stages of the research, and at all levels, by either the research team or the targeted persons.
- **Ownership:** Persons with disabilities and their organizations must feel they own the study and its results. However, this may not happen without their participation and involvement in the decision-making process on several levels.

C. Networking and Exchange of Experiences:

A mechanism for networking, exchange of experiences and best practices amongst disabled persons' organizations themselves and between them on the one hand and civil societies and government organizations on the other hand at the national and regional levels should be developed as a viable method to exchange knowledge and information concerning the needs and solutions, experiences and benefits, and contribute to disseminating, circulating and translating them into real procedural plans, in addition to unifying trends and intervention strategies and increasing influence in negotiations and pressure. Networking, participation, teamwork and dialogue have developed ways to enhance the democratic performance and activate the developmental role of disabled persons' organizations in their endeavor towards independence of decision-making and capability to claim their rights.

"HIWAR" project and empowerment of disabled persons' organizations

Given the significant role of disabled persons' organizations and their representatives in supporting the efforts to claiming rights, and ensuring the objectives and the vision of their organizations are achieved, and due to



their active role in their communities as direct representatives, groups, associations, coalitions and advocacy networks in making the desired change to ensure that persons with disabilities can enjoy their right to decent and safe life equally to their non-disabled peers.. Handicap International activities regarding human rights were based on international and national charters in order to be the key pillar in the process of change. The following is a list of the mechanisms that the project team has followed for capacity development::

1. Raising awareness concerning the Convention on the Rights persons with disabilities, and the national policies and laws.
2. Framing using institutional capacity-building approach that is always seeking to ensure efficient and programmed management on sound basis in establishing sustainable entities capable of influencing their societies. Training on institutional development included training beneficiaries on the skills of leadership, entrepreneurship, good governance, planning and organizing institutional activities, fundraising, analyzing needs and problems, preparation for projects, communication, coalition-building and time management. First stage training aimed at setting the bases to launch the deepest training series that is directed to intervention and dialogue in the next stage.
3. Training on the principles and bases of qualitative and quantitative research, as well as an introduction to policy analysis. Beneficiaries were introduced to the empowerment of disabled persons' organizations, mechanisms and procedures of connection amongst disability movements, scientific research and policy analysis until gaining advocacy and lobbying.

Training activities included an introduction to quantitative and qualitative research approach with training in identifying the research problem, tools and methodology and the mechanism of gathering, coding, analyzing information, as well as concluding and drafting results up to recommendations.

4. Regarding the section on policy analysis, training activities included addressing the issues of persons with disabilities and the rights based approach and policy analysis. Training activities led the teams of organizations' groups to analyze disability status in each targeted country in addition to analyzing stakeholders such as decision-makers, civil society organizations, service providers and persons with disabilities. A set of social and economic issues on education, health, rehabilitation and labor were provided in order to reach with unanimity and agreement, after the voting of 35 representatives of the disabled persons' organizations in Jordan, Egypt and Palestine, to the theme and course of change and intervention as a practical and effective model for the next stage, namely to guarantee the right of students with disabilities to have inclusive education with opportunities equal to non-disabled students pursuant to the provisions of Article 24 of the Convention on the Rights of Persons with Disabilities.
5. Handicap International supported the disabled persons' organizations to conduct a research study on difficulties and challenges faced by people with motor, visual and hearing disabilities concerning inclusion in public schools. The study sought to identify "obstacles and barriers facing inclusion of persons with (hearing, visual, motor and mental) disabilities in public schools in Jordan, Egypt and Palestine.



The Executive Summary of the Study in Egypt

Introduction to the Research

Many of the Persons with Disabilities (PWDs) live in developing countries where most of the time they live in marginalized and extreme poverty situations. The third millennium witnessed drastic changes in terms of perspective, philosophy and the procedures taken by the countries towards marginalized populations, including PWDs. One of the major achievements realized to enhance the status quo of such populations, to enforce equality and lift discrimination, was the development and acknowledgment of the International Convention on the Rights of Persons with Disabilities of year 2006. This International Convention was made valid and effective in 2008 due to the discrimination faced by PWDs on a day-to-day basis in addition to the obstacles hindering their equal participation in the society which led to depriving them from enjoying their rights to be included in the public education system, recruitment, independent life, transportation, etc. It was also given effect as a means to cover the gap of protecting and ensuring that PWDs enjoy the same equality standards, rights and dignity as any other individual. This convention was called the "Typical Transformation" realized from the traditional methodologies steered towards charitable actions under a medical basis, to a methodology developed under the basis of human rights.

Egypt is considered one of the Arab countries that give special attention to the rights of Persons with Disabilities through including articles in the Egyptian constitution (2014) that ensure equal educational opportunities to all people with and without disabilities inside the educational faculties. Moreover, the Egyptian child law No. 126, as amended in 2008, article 3, item "b" and article 53/5 reinforce the role of the state, the local societies and non-governmental organizations in the provision of educational services to children with disabilities.

Despite the formal adoption of the education inclusion theory, the Egyptian law is still based

on the special education concept. Article (9) of the Education Law no. 139 of 1981 states that "After obtaining the approval from the Supreme Council of Education, the Minister of Education may establish schools for those who are talented to improve and develop their talents and special education schools for persons with disabilities in alignment with their abilities and aptitudes. This decision must, in these cases, include terms of acceptance, teaching plans, exams systems ... etc." In accordance with this law, there must be a central special educational department – "Special Education Department". This department must comprise of three sub-departments (visual education department, hearing education department and intellectual education department). Each sub-department should be concerned with a specific type of school. Many ministerial decisions have been issued to organize these schools namely Decision No. 37 of 1990 and Decision No 264 of 2011 for the inclusion of students with disabilities in the public education schools.

Egypt is ranked among the countries of the highest rate of disability in their societies. The formal reports reveal that the disability size in Egypt increased because of the high rates of poverty and the shortage in the healthcare services to be provided to millions of its citizens. The statistics show that the number of persons with disabilities is estimated at 10% to 12% according to the World Health Organization. "HRDO"¹ report, reviews and studies in Egypt affirmed the lack in the resources that provide accurate information about the number of persons with disabilities. The reason behind that can be linked to the fact that the data collected every ten years does not include data of citizens with disabilities in families, schools and communities. Also, some people choose not to disclose that they have a child with disability to relatives since this affects their social status. Based on the above, the estimated predictive rates issued by CAPMAS in 1986 and UNICIF in 1993 indicated that the number of persons with disabilities in Egypt was up to 2 million in 1996;

1 HRDO Center To Support the Digital Expression (December 2014)



about 3.4% of the total population, and has been increasing with the number of the population.

The challenges facing the PWDs cause, beginning with the non-activation of their laws, failure to penalize violators, failure to provide people with disabilities with programs by the government concerning literacy, training and reducing the spread of ignorance, inability of legislations to provide transportations to help them move freely, the difficulties they face in the exercise of their right to education and election, and the media's lack of interest in raising awareness about their issues, constitute a real crisis in the face of their inclusion in the community.

According to the WHO report, statistics issued by CAPMAS in June 2016 indicate that the number of population in Egypt is 91 million, of which 12-15 million are with disabilities, equivalent to 12% of the population. Statistics in the last decade of the past century revealed that the intellectual disability, among all disabilities, represents the heaviest weight in terms of numbers wherein persons with this disability exceed one million and a half, a rate of 73% of the total population; followed by the motor disability of 14.5% and vision and hearing disabilities with 12.5%.

Since the dialogue mechanism between the organizations for persons with disabilities and governments in the policies reform process need more promotion and such organizations suffer from shortage in information and evidences and lack of experience in lobbying, the field search came to play a role in the tasks of the organization to provide fact-based evidences and then link the results of these researches to the procedures. This is important to enable the capacities and experiences of the organization in tracking the domestic policies and advocating rights of persons with disabilities at both national and regional levels. Accordingly, Handicap International organized a research study on the difficulties and challenges facing persons with motor, visual and hearing disabilities in their inclusion in the public schools education. The study sought to determine "obstacles and barriers to the inclusion of persons with disabilities (hearing, visual, motor and intellectual) in the public schools of Egypt.

The approach, plan, sample nature, size and tools of the study

The primary goal of the study is to monitor difficulties and challenges facing the inclusion of persons with disabilities in the elementary education and analyze the policies related to that case in Egypt. This goal resulted in sub-goals including:

1. Monitor the gaps between the right holders and the stakeholders in the field of the inclusion of PWDs in elementary education.
2. Monitor the basic and root causes of these gaps.
3. Analyze policies and laws related to the cause.
4. Involve right holders and stakeholders in determining the gaps related to the school inclusion policies.
5. Set proposals and recommendations in policies related to the issues of students with disabilities' inclusion in education.

Accordingly, it is evident that the identification of the gaps between the right holders and the stakeholders is indeed crucial. It develops policies for persons with disabilities to address all concerned parties in a general perspective and to target stakeholders in specific. Therefore, the approach of the study to achieve this goal was mainly defined in applying quality tools to analyze the opinions of all concerned parties in the disability context. Quality tools were also supported by quantity tools. From this point, the study has taken into account the principles of the human rights approach, namely:

1. Participation: persons with disabilities and the organizations working for them were involved in the study in terms of planning, selecting tools, field work and developing & implementing technical plans.
2. Equality and non-discrimination: the principal of equality and non-discrimination was taken into account in all research stages and at all levels, by both the research team and the targeted groups.
3. Ownership: persons with disabilities and DPOs should feel their ownership of the study and its results. This will not be realized if not by participating in it and taking decisions at many levels.



To achieve such goals, we have set some questions that could help us:

Main question of the research:

What are the difficulties and challenges facing the inclusion of students with physical, visual, hearing and intellectual disabilities in the public schools in Egypt?

Research sub-questions:

1. What are the difficulties and challenges facing the inclusion of students with physical, visual, hearing and intellectual disabilities in public schools regarding the school environment?
2. What are the difficulties and challenges facing the inclusion of students with physical, visual, hearing and intellectual disabilities in public schools regarding teachers?
3. What are the difficulties and challenges facing the inclusion of students with physical, visual, hearing and intellectual disabilities in public schools regarding students?
4. What are the difficulties and challenges facing the inclusion of students with physical, visual, hearing and intellectual disabilities in public schools regarding curricula?
5. What are the difficulties and challenges facing the inclusion of students with physical, visual, hearing and intellectual disabilities in public schools regarding laws and policies?

To answer these questions, we built and described the tools and determined the targeted sample.

The study faced some restrictions namely; the formal entrance of the study team into the schools. It was made possible through personal relationships. In addition, families of students with disabilities feared giving any information about their children. Finally, the ministerial decision of the inclusion was changed in the reporting period. As a result, the study team gathered and carried out another policies analysis based on the new decision analysis.

The study approach was mainly defined in applying quality tools to analyze the opinions of all stakeholders in the disability context. Quality tools were also supported by quantity tools. It should be noted that the study implementation has taken into account the principles of the human rights approach, namely: participation, equality, non-discrimination and ownership.

The analysis of the national policies included the review and analysis of the national legislations regarding persons with disabilities in general and inclusion legislations in specific, the implementing decision and legislations related to the educational inclusion, the national programs and strategies and the roles and responsibilities of the concerned responsible parties. The policies analysis involved such questions as to what extent do policies protect and entitle rights? Are policies always appropriate for rights owners? To what extent are policies applied?

One of the determinants and difficulties that have faced the research team during the phase of field-data collection was the hesitation of some of the students with disabilities' parents to give some information about their children, in addition to the difficulty in entering some of schools in the governorates.

The change of the ministerial decision on inclusion during education established an additional dimension to the analysis of education inclusion policies, and finally to the lack of previous studies on the policies, status, ratios and statistics of inclusion in schools, which led to of the non-mirroring of the full image of the true status of students with disabilities' inclusion in public schools in Egypt.

The geographical areas targeted by the study were in the Cairo Governorate (Greater Cairo and Giza), the Governorate of Alexandria, Beni Suef and the Northern Governorates of Upper Egypt (Minya, Assiut and Aswan), in addition to the New Valley Governorate.

Respondents' sample involved students with hearing, visual, motor and mental disabilities and stunting (285 students, 52% females and 48% males), in addition to the parents who could and could not include their children in education (185), school principals and teachers (including resource room teachers), supervisors (102), academic and human rights experts, representatives of the departments and directorates of special education at the Ministry of Education, and representatives of the National Council on Disability Affairs in Egypt (8 experts). The study sample included a number of field visits of schools to learn about the facilities, availability and extent of physical appropriateness to receive students with disabilities as the study included 29 schools of the governorates the study targeted.

Methodology of data collection included qualitative methods supported by quantitative



data to measure teachers' attitudes regarding inclusion and their knowledge of laws and procedures on inclusion of students with disabilities in schools. Six focus groups for students (4 meetings with students with disabilities; one interview for each visual, hearing and motor disability and stunting) in addition to one meeting with the families of students with mental disabilities were conducted. Each focus group contains 6-8 students with disabilities consistent in terms of disability, type and sex (sample: 3rd to 9th grade). One meeting involving all disabilities consisting of 10 individuals was conducted, in addition to conducting semi-regular interviews of about 13 teachers (2 teachers at each school in each governorate) taking gender into consideration, in addition to at least one assistant teacher appointed by the Special Education Department. Concerning the attitude of students with disabilities' parents to include their children in schools, two collective meetings were conducted with parents (various disabilities) who could send their children with disabilities to school (6-10 parents in each meeting) and one collective meeting with parents who could not include their children in schools and two meetings with the families of students with mental disabilities in each governorate (total of 5 meetings).

Steps of the study

Steps of the study included progression through training and national follow-up in nine stages, including:

1. Training disabled persons' organizations to conduct a national study on inclusion in education through implementation of workshops on the conceptual framework of the human rights approach as the results of training contributed to the preparation of the technical action plan involving the tools and plan of the field research.
2. Collecting data on the attitudes of beneficiaries (students with disabilities and their families) and service providers (teachers, principals and counselors) to have the key information "raw material" from the field data.
3. Conducting training on the mechanism of qualitative and quantitative data analysis and formulation to have the draft reports of areas.
4. Addressing the mechanism and methodology of national policies' analysis through office and field work to have a list reflecting the appropriateness and implementation of inclusive-education policies. Such mechanism was represented in the legal and literary review of the previous studies and conducting a number of interviews with policy makers on the research problem.
5. Deriving the most important issues and problems hindering inclusive education and prioritizing issues, through conducting a workshop to discuss and identify priorities for intervention with a descriptive analysis of most important issues.
6. Writing and producing the national report and executive summary.

Key results of the study – "Analysis of Key Topics"

Results of the study concentrated on two key themes; the first included reviewing the current policies on inclusion of students with disabilities in the Arab Republic of Egypt, while the second included measuring the benefits and attitudes of beneficiaries (children and parents) as well as service providers and stakeholders on inclusion in education and measuring the impact, challenges and difficulties facing the students with disabilities in inclusion into education. The key results were as follows:

Part 1: Analysis results of inclusive education's policies and laws

Concerning policies and laws: Previous Decision No. 264 as well as current Decision No. 42 are both ministerial ones on inclusion, but they are not as obligatory as law. The current Decision No. 42 may be canceled any time as it is not protected. The decisions issued on inclusion of students with disabilities into public education are just ministerial decisions not laws.

None of the ministerial decisions or any other decision included any article that protects students from violations practiced against them. In addition, policies and procedures do not guarantee the provision of qualified and trained teachers, and some articles of the current ministerial decisions are not applied. Configuration of school environment is not applied as stated in the decision, and there is a lack in the provision of assistant teachers.



In addition, the lack of awareness concerning the existence of the decision and how to apply it, limits the inclusion of students with disabilities into public education as most staff responsible for inclusion are not adequately aware of the decisions regulating and applying inclusion. The persons responsible for teaching in inclusive schools lack a thorough understanding of educational inclusion decisions, in addition, admission conditions of students with disabilities are applied in accordance with the culture of each individual school.

A plan was developed by the ministry to follow-up on the inclusion in schools at the governorates' level in order to set this follow up on a periodic and regular basis since there is no clear mechanism that monitors the international convention. Finally, the study assures the absence of a specific policy for coexistence of students with disabilities with non-disabled students, as well as the absence of statistics on the numbers of inclusive schools.

A. General concepts of people with disabilities:

The concept of persons with disabilities according to the Egyptian national legislations:

The Rehabilitation Law No. 39 of 1975, Article 2: This law includes persons with disabilities under the term "disabled". In application of the provisions of such law, the term "disabled" intends to mean: Everyone who is unable to depend on himself to practice work or other tasks due his/herto organic, mental or receptive disability or as a result of a congenital deficit at birth.

B. Equality in education:

Legislations in general call for treating children with disabilities in equality in terms of access to education, since primary education is considered obligatory for all children pursuant to the provisions of Paragraph (3) of Article (80) of the Constitution.

According to the third theme of the National Strategy for persons with disabilities in the Arab Republic of Egypt 2015-2020: Special Education and Inclusive Education, the strategy focuses on:

- Males and females with disabilities equally obtaining their right in inclusive education in all governorates.

- Promoting inclusion programs for all various disability categories and preparing the qualified staff at the Ministry of Education.

A. Summary of analysis results of the appropriateness and application of the Ministerial Decision No. 264 on inclusive education:

- The decision and regulations were issued without reference to reality
- Inclusive education was limited to certain categories of persons with disabilities
- It did not specify the specialized teaching methodologies for people with disabilities
- It did not state the accessibility aspects that should exist in inclusive schools.
- It did not mention the resource rooms and their content of devices. In addition there is a lack of the availability of teaching aids that are custom made for persons with disabilities.
- It did not mention qualifying and training teachers to deal with students with disabilities his/her, nor the role of the psychological expert and social specialist.
- It ignored the Ministerial Decisions in Law No. 155 on Education
- There are contradictions in Decision No. 264 of 2011 regarding inclusion

B. Recommendations resulting from the analysis of the Ministerial Decision No. 264 on education

With regard to appropriateness: there are articles inappropriate for respect, protection and fulfillment of the rights of students with disabilities. The articles are:

- Article 2 on admission requirements for the various disabilities at inclusion schools
- Article 8 on the committee of exam preparation
- Article 9 on incentives of inclusion schools' staff
- Article 10 on the committee of inclusion school selection and training staff
- Article 11 on providing social, health and psychological activities and services in inclusive schools



- Article 13 on equal treatment of students with and without disabilities

C. Some articles of the decision are not actually applied for various reasons:

- Article 2; although it is inappropriate, it is relatively inactivated
- Article 3 on forming the committee of admission of included students
- Article 6 on textbooks, support services and assessment of school performance
- Article 7 on the educational attendance during the exams of persons with disabilities
- Article 8 on preparation of examinations
- Article 11 on providing social, health and psychological services and activities at schools
- Article 12 on the systems of technical supervision on schools
- Article 13 on equal treatment with students with and without disabilities

General difficulties and challenges facing inclusion as a result of policies and laws:

- Decision No. 64 is a ministerial decision that is not equal to law and may be cancelled at any level because it is not protected – and limits inclusion in its title on public education schools, which provide language schools the opportunity to evade inclusion. Accordingly, the decision contradicts with the convention, law and constitution and allows evading inclusion being mandatory.
- Decisions issued on inclusion of students with disabilities into public education are ministerial ones not as part of a law.
- Ministerial or other decisions contain nothing to protect students from violations practiced against them.
- Decision No. 264 is not applied, as configuration of school environment is not applied as stated in the decision, as well as the lack of assistant teachers.
- Policies and procedures do not guarantee provision of qualified and trained teachers.
- Lack of awareness concerning the existence of the decision and how to apply it limits the inclusion of students with disabilities into

public education as most staff responsible for inclusion are not adequately aware of the decisions regulating and applying inclusion.

- The persons responsible for teaching in inclusion schools lack thorough understanding of educational inclusion decision No. 264 of 2011.
- Admission conditions of students with disabilities are based on the culture of each separate school.
- Lack of guarantees for protection inside schools.
- Before it was issued, Decision No. 264 of 2011 was not studied by decision-makers through an extensive field study in order to bridge gaps.
- There is no clear mechanism for monitoring the International Convention; even the National Council for Disability Affairs which is perpetuated as a monitoring tool has recently become under the control of the Ministry of Social Affairs.
- Lack of proper policy for coexistence of students with disabilities with non-disabled students.
- Lack of statistics concerning numbers of inclusion schools.
- No plan was developed by the ministry to follow-up the inclusion schools at the governorates' level so that follow-up becomes periodic and regular

Part 2: Results of the field study investigating the trends, challenges and difficulties related to the inclusion of students with disabilities in the primary education stage in public schools

School, access and internal environment

In this part, the method of monitoring the school environment and its appropriateness for achieving inclusion was adopted wherein such methods aimed at conducting a practical inspection of the realm surrounding the schools in respect of the environment, the difficulties and challenges facing students with disabilities in those schools. The study population and field-study sample included three public schools in each of the eight targeted governorates with a total sample of (29 cards).



Results of school environment and school surroundings: difficult accessibility for students due to the lack of public transport equipped to be used by persons with disabilities especially motor disability, in addition to some schools being distant from the students' houses, the economic circumstances facing parents hindering the provision of a means of transport, and finally, the hesitation of some of the PWDs parents to take their children to the school.

Some responses indicated roughness of roads leading to schools requiring parents to carry their children to school. In addition, the streets in front of schools are crowded with peddlers and students, which leads to accidents. The study also reported the existence of doorsteps in some school entrances with no maintenance for school gates leading to difficulties for students with disabilities to access schools, as well as a lack of a suitable yard, corridors and stairs for use of students with motor disabilities where no suitable handrails are available. Most inclusive classrooms are located in upper floors hindering the arrival of students with motor disabilities.

School environment and accessibility: means of transport, distance of school from residence, school environment and safety level

The study showed that all schools which were visited (29 schools), i.e. 100% of the targeted schools, lack parking lots specially designated for students with disabilities where 10 schools (i.e. 34% of the schools) have obstacles at the entrance of the school, and 20 schools (69%) have no sidewalks in front of them. Some respondents indicated the lack of inclusion in schools and the fact that they are distant from their houses, in addition to the lack of appropriate transportation means for their usage. In the same context, the study confirmed that the surrounding environment to facilitate the movement and progress of children with disabilities is inappropriate.

A. School building: classrooms, their area, resource room and activity room – movement between floors (stairs and lifts), toilets, bathrooms and the availability of a cafeteria

Polls show that movement in 16 out of 27 schools targeted by the study is easy from one building to another, while it is difficult to move from one building to another in 13 schools.

It is noted that all schools have no elevators. As to the locations of classrooms in which students with disabilities are included, inclusive classes in 8 schools were in the second floor, and the same were seen in the third floor. It was noted that inclusive classrooms are located on the ground floor in two schools only, and on the first floor at three schools.

As to availability of resource rooms and activity rooms, 16 schools (55% of the 27 schools of the targeted sample) contained a resource room, while activity rooms are available in twenty schools (69%). With regard to availability of bathrooms and urinals in the schools included in the study sample, the results revealed that 6 schools contain 4 bathrooms, 3 schools contain 5 bathrooms, and 3 schools contain 6 bathrooms, while 2 schools contain 6 bathrooms, while 2 schools contain only one bathroom, 2 schools contain 3 bathrooms, and 2 schools contain 8 bathrooms.

Bathrooms and toilets are one of the risks worrying parents as they are not equipped to receive all kinds of children, especially those with motor disabilities due to the lack of necessary provision of supplies, making it dangerous and inappropriate for use. In some schools, water taps are high and bathrooms are inadequate or in some occasions, with the Arab design, thereby requiring help for children with disabilities especially with motor disability or stunning and those suffering from cerebral palsy. Such help is provided by classmates and sometimes female workers.

Availability or non-availability of toilets that are appropriate to those with motor disabilities may cause very severe discomfort.

B. Other services: general administration, playgrounds, theater, laboratory and classrooms

School administration is located on the ground floor in 10 schools (34%), while in 15 other schools (50%) it was located on the first floor, in 3 schools (12%) it was located on the second floor, and finally in one school (4%) of the 27 targeted schools, it was located on the third floor. with regard to the availability of cafeterias, laboratories, theaters, sports halls and playgrounds, the following tables illustrate the results of the study in this regard.



C. Most important difficulties and challenges related to school environment facing inclusion

1. Impeded access to inclusive schools due to the following reasons:
 - Lack of public transportation that is convenient for usage by persons with disabilities, especially those with motor disabilities
 - School being distant from residence
 - Poverty of family so that it cannot afford provision of means of transportation
 - Some parents feeling worried regarding the idea taking their children to school
2. Lack of paved roads to schools where parents sometimes carry students with disabilities to school.
3. Crowded streets in front of schools with peddlers and crowds of students leading to accidents
4. Existence of doorsteps in some school entrances with no maintenance for school gates leading to the emergence of the iron frame of the door
5. Lack of suitable yards, corridors and stairs for usage of students with motor disabilities where no suitable handrails are available
6. Most inclusive classrooms are located in upper floors hindering the arrival of students with motor disabilities thereto.

Inclusion, teachers and other staff

With regard to inclusion and difficulties related to teachers and school staff: The study confirmed that the most highlighted difficulties relating to teachers is represented in the big load of educational and supervisory tasks the teacher bears with lack of financial incentive, non-application of the incentives' decision, scarcity of qualified teachers recruited in schools and lack of them in many schools, in addition to lack of training provided by the ministry that are directed to build the capacity of teachers in the field of educational inclusion, intensity of classes which may sometimes reach 120 students at the same class generating pressure on the teacher, and thus difficulty to manage the classroom properly. Some principals do not accept the idea of inclusion.

In addition, the low level of education for children

with disabilities since teachers marginalize and ignore them or poor communication between them and their non-disabled peers or poor communication between the school and the parents of children with disabilities.

The study targeted 70 teachers (35 females and 35 males) within the eight governorates which included 27 government schools involved in the study sample aimed at observing the attitudes of male and female teachers regarding inclusive education and suitability thereof for all disabilities. Thorough interviews were conducted with the targeted category to measure the following attitudes:

47 male and female teachers who were interviewed (74%), pointed out their attitudes on the inclusion of children with disabilities in regular schools, and they justify their approval as follows:

- Because they have the right to enjoy whatever enjoyed by the ordinary humans
- Inclusion of students with disabilities in education intellectually enriches students and connects the non-disabled student with the student with disability till they get out of isolation to social interaction

On the other hand, twenty interviewed teachers (26%) did not approve of inclusion and justified their disagreement with the following:

- Education environment within schools do not comply with students with disabilities
- There is no society culture and awareness on how to deal with persons with disabilities
- There are no specialized teachers at schools
- Some teachers believe it is better to be in schools special for them

Concerning knowledge and skills of teachers in curricula, teaching methodologies and necessary teaching aids, 32 teachers (45%) who were interviewed indicated that they never attended training courses before, while the 39 confirmed (55%) that they attended training courses before. When asking the attendees about the topics of courses, they replied as follows:

- Training on importance of inclusion
- How to teach categories who have learning difficulties
- Teaching intelligence to creators
- How to teach special categories with learning



difficulties using special education curriculum

- Training on the challenges facing students with disabilities and training difficulties of pronunciation and speech

They are mostly training programs conducted at a local level and involved civil society organizations and the Ministry of Education. All teachers interviewed said that they need technical support (various knowledge and skills) to meet challenges related to the inclusion of students with disabilities. Although In spite of the differing views of teachers regarding the approval on inclusive education, they all agreed that the state must provide training for teachers to comprehend and learn about laws, policies and international agreements on the rights of children with disabilities and to apply them attentively.

The study indicated that the general positive attitudes teachers had concerning inclusive education represented generally 73% by observing the responses of 51 male and female teachers. Those attitudes were represented in the following elements:

- Enrollment of students with disabilities in the ordinary classroom will help to realize the strengths among his/her/her non-disabled student-peers and disparate abilities
- Inclusion develops the teacher's skills to deal with challenges and difficulties facing students with disabilities
- Inclusion is beneficial for all students

D. The most important difficulties and challenges faced by teachers in inclusion

- Shortage in the availability of qualified assistant teachers in schools
- Lack of training provided by the ministry to build the capacities of teachers in the field of inclusive education
- Lack of financial motivation and non-application of the decision of incentives
- The big load of educational and supervisory tasks the teacher bears
- Lack of school potentials and weakness of school environment configuration
- Lack of media, activities, resources and poor contents
- High-intensity classes which may sometimes reach up to 120 students in one class

- Large numbers of students included in some schools with a lack of resources and equipment
- Some principals do not accept the idea of inclusion
- Distracting non-disabled students due to observing children with disabilities
- Lack of awareness among non-disabled students on how to deal with students with disabilities, which causes a lot of problems in the classroom.
- Low level of education among children with disabilities, because teachers marginalize and ignore them. This also resulted from the poor communication between them and their non-disabled peers, or between the school and their parents.

Inclusion and School Curricula

The results of the **school curricula and inclusion difficulties** indicated that the curricula are not suitable for many of the included disabilities. The delivery and teaching methods do not take into account the different disabilities. In addition, the homework quantity and quality do not fit the included disabilities. Moreover, the examination system does not suit these disabilities in terms of the paper specification. Therefore, the exam results do not measure the real comprehension of the student.

The results also showed a lack of accessible technologies in the school including the programs for disabilities and visual, sensory and hearing aids. This extends the time needed to deliver the information to children with disabilities.

Through interviewing parents, teachers and different groups of students with disabilities, the study team affirmed that the curriculum in the inclusive schools does not suit the abilities of the students with disabilities especially slow learning, visual and hearing disabilities, as well as down syndrome. This is due to the fact that the curriculum applied in elementary public schools is one of the biggest challenges facing the application of inclusion especially for students with intellectual disability. This disability needs a mental effort, concentration and perseverance of studying and revision. However, some intellectual disabilities cannot stand long-time settings for memorization and revision and need a longer time to comprehend.



Parents justify that by saying that the current curricula are stacked and need fast paced studying and preparation for exams.

On the other hand, the visual impairment is challenged by the geographic and geometric drawings and other materials which require observation, copy and drawing skill. This also challenges people with physical disability (especially hand disability). They are not able to draw or copy maps and similar. This challenge is one of the strong reasons for moving students with low vision from public to private schools.

The delivery and teaching method applied in the schools is the one used by teachers to teach children with disabilities in both public and special education (special education schools). Discussing that, the study team noted that the method adapted in the schools does not provide students with disabilities with the knowledge and skills required to raise their educational level and achieve this inclusion. This may be due to the teachers' adaption of traditional methods in teaching and the absence of aids, specialized teacher and resource room. Teachers of resource rooms in the inclusive schools of Shubra confirmed that they need special staffs, a suitable curriculum and certain books for inclusion.

It should be noted that the study team concluded from the answers of the children in this regard that there is a minority of teachers who can deliver the information to them and have a skill in using different delivery and teaching methods.

In addition, the study team monitored the appropriateness of the exams of children with disability. Most of the students mentioned that the exams are inappropriate for their disabilities and very long and full of questions.

Most of the students with disabilities confirmed that the exam time was insufficient especially for people with motor disability and students with different disabilities. The situation is different for students with visual impairment. Time is enough for them as they are always accompanied by one of the observers in the special committees or when using their knowledge of Braille. Homework is done at home so students with disabilities have enough time to do them. However, students with intellectual disabilities are not assigned any homework.

Some students with disabilities face another challenge during the exams. They find it difficult

to find a younger companion to help them in writing since their peers have exams at the same time.

A. Availability of Technology

When monitoring the technological availability of sign and audio programs in the public and special schools, the study team found that there is mostly a lack of accessible programs and technologies and so a lack of understanding of the importance of such means in the era of technology. The public schools lack special programs of students with disabilities since there are no programs that help people with hearing and visual impairments to study using computers although there is a computer lab in almost every school. These programs are available in a small number of schools. Very few students mentioned the existence of such means in the school.

B. Availability of Aids

The study team tried to identify the availability of the aids within the inclusive schools such as Braille and sign translation. The study team noted that most of the inclusive schools lack these aids and this negatively affects those children and their education.

In spite of this, we should refer to that hearing, visual and sensory aids are greatly available within some special education schools.

However, some schools have these aids. This reflects those schools' interest in the provision of the means appropriate for the students of different disabilities. Even if there are aids, we find that some teachers are not qualified to use these aids. It is also clear that the number of these aids is not commensurate with the number of people with disabilities. Some students complained about not using sign language within the class. The study also proved that Braille was not available in all inclusive schools for students with visual impairment to help them in reading.

Social, economic and educational status of families

Among the major difficulties of inclusion is the low economic, social and educational status of most of the families who want to include their children with disabilities in public education as well as the lack of awareness of policies and laws for students with disabilities and therefore their unawareness of rights of people with disabilities in general and their right to education in



specific. Other observed difficulties include the perception of inferiority of society toward students with disabilities and considering the funds allocated for them as donations, because the society's culture in social interactions with students with disabilities depends on sympathy. In addition, many community members and service providers around people with disabilities and their families do not cooperate in overcoming the education-related obstacles. On the other hand, the difficulties facing inclusion, students, their families and community include society's little knowledge of disability and the way to deal with it and the poor communication between the included disabled students and students without disabilities. This increases problems facing people with disabilities, hinders their opportunities to progress and aggravates their marginalization and isolation among their colleagues. In addition, non-disabled students see their peers with disabilities in a position of vulnerability, creating a social gap between them. Finally, lack of awareness of students without disabilities in dealing with students with disabilities raises problems in the classroom.

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see their peers with disabilities in a position of vulnerability, creating a social gap between them. Finally, lack of awareness of students without disabilities in dealing with students with disabilities raises problems in the classroom.

The study team noticed that the economic level of the families interviewed around Egypt ranges between middle class and poor. In Beni Suef and New Valley governorates, it seemed that most parents were of the middle class. It was found in the Alexandria Governorate that most interviewed parents were nonworking uneducated moms. They suffer from low income and large expenses. 25% of these families have a child with disabilities. Some breadwinners leave their families and do not commit themselves with their expenses.

The study team noticed that despite of the low economic level of some parents, they had not refrained from registering their children in special centers.

About the educational level, it was noted that most interviewed parents were uneducated moms; most of them were illiterate.

The study showed that despite of the high educational level of some parents, some of them feel that students with disabilities need help in homework other than of their families.

A. Awareness of rights to inclusive education, policies and laws

• Family and community

The study team noticed that most of the targeted families were aware of rights to education for children with disabilities in general. However, families' awareness of their children's rights to an inclusive education in public schools within Egypt is very low. This awareness is almost absent in some families especially in Upper Egypt, fairly high in Alexandria and relatively high in Cairo and Giza compared to other governorates.

Target groups have attributed that high awareness in some areas to the institutions and associations working in the field especially in Cairo. These work to intensify the awareness of families from the time of the medical diagnosis of a child, whether from birth or months later.



Although some parents are educated, they are not aware enough of their children's rights to an inclusive education. Despite some families' knowledge of the right of inclusion in elementary school; they do not have a slightest idea about their right to inclusion in middle school.

Talking with parents about the decisions fostering their children's right to inclusion, it was a pity to see one not having knowledge of such decisions especially their children's right to inclusion in the public schools. Parents also did not have the enough awareness of their children's disability and the proper way to deal with it to achieve progress.

The study team found that the society awareness level of the child with disabilities' right to inclusion was too low especially for the families of non-disabled children. Some of them feared the child with disability so that they refused him to come near to their child in the school and preferred the isolation of those children.

- **Presence in the school (inclusive – non inclusive)**

The study team noticed that most of the students with disabilities are in non-inclusive schools, because the inclusive schools are few and far of the residential areas and parents lack the awareness of the existence of these schools. In this regard, the study team said that families included their children in the schools by accident when they went to register them.

Some parents added that they tried to persuade, influence, satisfy or act in a servile manner with the principal to obtain his/her approval to accept their child with disabilities. In this case, parents feel that the approval of the principal to accept their child is a favor rather than a child's right guaranteed by the constitution, law and ministerial decisions.

In the case of the child's inclusion, parents affirm that most teachers find it difficult to deal with the child with disability and are unable to integrate him with other children.

Parents see that the inclusive school has a big role in raising the awareness of the students without disabilities and their families to accept non-disabled children and deal with them in a proper way.

B. Social participation of students

- **Inside the school**

When talking about the social participation of the students with disabilities within the school, the study team found that they face a big challenge in this regard. Most of them suffer from shame and fear in a lot of cases. They do not interact with other students but only when necessary or requested. Students with disabilities do not take the initiative and often sits separately from his/her/her colleagues. So we found that they faced many challenges in the school namely the way non-disabled students dealt with them. Sometimes, non-disabled students make fun of their colleagues. A parent indicated that their children lack the social participation within the school.

Although the inclusive school has to activate the social participation of students with disabilities and facilitate their movement and communication with others, we find that the school's administration considers these students as a burden on the school and prefers their leaving instead of solving their problems within the school.

It should be noted that teachers see that students with disabilities do not have the academic skills required for learning within the classroom. Most of the teachers do not pay attention but to the students with private lessons while the included students need more attention and suffer from poor economic levels. All of that leaves the student with disabilities caught in a vicious circle.

Many parents referred to the teacher's negligence of their children unlike students with private lessons. As a result, some parents went to study, got trained and learned in the field of the disability and learning difficulties to help their children and other children. On the other hand, the study team found that



some students helped included students individually. We sometimes find that they take the initiative to help their colleagues with disabilities without being asked to do so. They also defend them and help them to move and in academic attainment.

When achieving inclusion, the behavior of the non-disabled student with his/her colleagues with disabilities changes. This results in the improvement of the student with a disability case.

C. Family-school communication and its types

• School-student communication

The degree of the school-student communication varies depending on the student and the school. However, it is often up to the school receptivity of the right to inclusion and the extent of its efforts to achieve it within.

The achievement of the student-school communication is the responsibility of many parties including the school administration, teachers and parents. The degree of the communication also depends on the willingness of each party to activate communication channels with the other parties in one hand and the children in the other.

Most of the targeted cases affirmed that there is no communication between the school and the family of the student with disabilities. In addition, some schools seek to communicate with parents. This was evident in the New Valley and Aswan governorates. They also sought to raise the awareness of their children's rights; according to Um Khalil, a guardian of a child with learning difficulties and hydrocephalus.

When monitoring the communication with parents, the study team found that it was done through joining a board of trustees and parent council. However, it was evident that it is very rare that parents of a child with disabilities care about the participation in a council of parents. Teachers said that parents refrain from joining the council because they believe that this gathering aims for money

donations. Their participation comes through individual initiatives of parents to achieve communication and search for opportunities to support their children in education.

As for the parent participation in the decisions made by the school for their children, the majority does not participate in any such decisions however some parents do.

Moving to the teacher-student communication, most of the parents mentioned a difficulty in the communication with the teachers. Some other parents resented the lack of communication with teachers and their ill-treatment and negligence. However, other teachers tried hard to communicate with children with disabilities; according to a guardian of a student with learning difficulties.

Some teachers explained their ignoring and neglecting of students with disabilities by the high intensity of the students in the same classroom. In addition, parents of non-disabled students rejected their presence in the classrooms even if they needed their help. On the other hand, some considered the social specialist responsible for the communication process.

• Students with disabilities-non-disabled students communication

The study team here tries to monitor the relationship, the acceptability and the interaction between students with disabilities and their non-disabled colleagues. The study team found that the majority finds it hard that students with disabilities accept their non-disabled colleagues and interact with them. This may refer to their isolation in separated classrooms within the **inclusive schools**.

The study team concluded that when committing to the inclusion of children with disabilities, their interactions with non-disabled children become normal over time which would break the ice between them and they would try to help them when they ask for it. This confirms that educational inclusion, even if not relatively successful, helps in community integration.



- **Students with disabilities and families (non-disabled students) communication.**

The study team noticed that the families of non-disabled children sometimes cannot deal or communicate with children with disabilities. This may come as a result of the fear for their children to deal with them.

A. Major difficulties and challenges facing families and students with disabilities in inclusion

- Low economic, social and educational status of most families who wish to include their children in public education.
- Lack of awareness of students' families of the rights of persons with disabilities in general and the right to special education in specific.
- Perception of inferiority of society toward students with disabilities and considering the funds allocated for them as donations
- Society's culture in social interactions with students with disabilities often depends on sympathy.
- Lack of awareness of policies and laws of families of students with disabilities. Here, inclusion experts confirmed that all they only know that their children have the right to education but not to the inclusive education.
- Many community members and service providers around people with disabilities and their families do not cooperate in overcoming the education-related obstacles.
- Society's little knowledge of disability and the way to deal with it reduce the inclusion opportunities for students with disabilities in the society and the school.
- Poor communication between included students with disabilities and non-disabled students increases problems facing people with disabilities, hinders their opportunities to progress and aggravates their marginalization.
- Non-disabled students see their colleagues of disabilities in a position of vulnerability creating a social gap between them.
- "They make me sit on the ground not on the desk," Adam, a student in fourth grade with a physical disability

- Some parents prefer to educate their children in special schools especially ones with visual impairment since they fear for their children to be abused.

Result discussion and analysis:

Most important issues observed by the study and their priorities:

Based on the study recommendations and the responses of the educational, academic and law experts and after the discussion and the analysis of the most important issues held by the study team, the study monitored all sub-issues of inclusion. They were classified and prioritized. It was noted that the top priority issue is **the absence of a unified law for disability in Egypt**. It is followed by the issue of the **absence of budgets adequate to ensure facilitating alignment possesses necessary for the students' inclusion in the school**. The third priority issue is **the deficiency in preparing the school environment to receive students with disabilities**. The fourth priority addresses **the absence of accredited quality training programs for teachers and educational staff**. The fifth priority addresses **the inappropriateness of the school curricula for all disabilities**. And the sixth priority addresses **the poor efficiency of the resource rooms and their absence in some schools of Egypt**.

Among the priorities stated by the study are weak public awareness of the concept and the mechanisms of the educational inclusion, lack of studies and statistics, difficult access to accurate information about real disability percentage and the students included in the schools, non-activation of the assistant teacher appointment, the high number of the students in the schools, the absence of the protection mechanisms for the students included in the schools and the difficult access which results from a lack of physical environment availability. It was also noted that some legislations related to the inclusion do not take human rights into account and that the economic factor does not constitute a burden on parents in facilitating their children with disabilities access to the schools, in addition to the lack of the financial incentive for teachers and the absence of the clear monitoring mechanisms to track the challenges and difficulties faced by the students included in the school.



General recommendations and suggestions and the available opportunities – Egypt case

Recommendations for Egyptian policies and legislation related to the inclusion:

1. Dissemination of the educational inclusion system of students with disabilities through a unified law for people with disabilities, while ensuring the activation and control of its implementation, even in private, international and language schools.
2. Develop a policy of included children protection and clear mechanisms for its implementation and create a complaint monitoring management.
3. Develop a private activated policy for data collection and related reporting.
4. Highlight the importance of the public awareness through the International Convention of the Rights of Persons with disabilities.
5. Determine a special budget for the inclusion within the state budget and under the provisions of the Constitution through allocating annually-extendable 4% of the gross product of the state for education. Link the education budgets to the included students' number so that every included student is allocated three times the funding of non-disabled students; according to the international standards.
6. Law and decisions organizing the inclusion must include materials that ensure the inclusion of the deaf people in the public education schools.
7. Create a special section to educate sign language in Egyptian faculties of education in universities and higher institutes.

Recommendations for the inclusion and the resource rooms:

1. Equipping and providing resource rooms with all technological educational means, devices and aids that help each disability to comprehend such as shapes and models (for deaf people and those who are blind – audio

and converting to sign language programs – talking program – ...)

2. Create and activate resource rooms of high quality specification to make their inclusion more effective.
3. Oblige who guarantees the right and representatives of the Ministry of Education to supervise the entire room and the workflow.
4. Train the teachers and the administrators of resource rooms in how to deal with and teach persons with disabilities. Carry out monthly refreshing trainings for them. Implement training of trainers for the active teachers and activate the training unit to serve the inclusion process.
5. Train teachers on how to deal with students who use artificial limbs and prosthetic devices and the possibility of helping them
6. Provide qualified psychologists and social workers and activate communication between them and teachers and families
7. Encourage the inclusion teacher and to morally appreciate his/her role
8. Rehabilitate the assistant teacher and develop a system for him inside the school

Recommendations regarding the curriculum

1. Include the students with disabilities' in the board of trustees and activate the role of these boards.
2. Modify the curriculum and make it available for various disabilities
3. Develop teaching methods and rely on active learning, activate activity classes and ensure the participation of persons with disabilities
4. The need for including a specialist in the educational inclusion in the advisory committee responsible for curriculum development.
5. The need to invent new ways to deliver the curriculum for students with disabilities



through "curriculum dramatization and peer learning" with the use of modern technological methods in curriculum delivery and explanations.

6. Clarify the requirements for admission of students with disabilities in each school, whether normal or special, with the need to activate the application of the intelligence test without compliments and the included children admission committee
7. Emphasize the importance and maintenance of prosthetic devices and hearing aids through the Health Insurance Authority
8. Provide curriculum in Braille for persons with visual impairment and an interpreter for sign language
9. Agree on a mechanism for the exchange of information on educational inclusion between civil society organizations and the Ministry of Education.

Recommendations for the awareness process:

1. Inform students' families and the surrounding community of the right of students with disabilities in the educational inclusion, remove disparities and accept differences.
2. Raise awareness to achieve acceptance of the persons with disabilities by their peers
3. Hold an introductory meeting for new leaders on inclusion and its decisions.
4. Involve included students in the activities committees in schools especially awareness committees.
5. Raise public awareness of the stakeholders, those responsible, media and those interested to unity efforts to set a unified law guaranteeing all rights and put pressure on the government to accept this law
6. Intensify teacher training and rehabilitation in the right to educational inclusion as per the international conventions and domestic legislations
7. Inform teachers on how to deal with students who use artificial limbs and prosthetic devices
8. The importance of having psychologists and social workers in the inclusive schools

9. Encourage inclusion teachers and to morally appreciate his/her role
10. Provide technological teaching aids appropriate for students with disabilities within the school
11. Develop teaching methods and approaches of the classroom that rely on active learning
12. Launch awareness campaigns to members of the community on the importance of cooperation with the concerned authorities to provide accurate information and data

Recommendations for the Government represented by Ministry of Education, Ministry of Social Solidarity, Ministry of Planning, Ministry of Finance, Ministry of Health, Ministry of Information, the National Council for Disability Affairs, the Agency for Mobilization and Statistics and the General Bureau of Provinces and Localities:

1. The need for constant and declared standards and ways of cooperation between the Ministry of Education and civil society organizations and the establishment of a civil society organizations observatory
2. Emphasize on creating educational buildings through schools reformatting and made accessible to students with disabilities by the application of school code.
3. Coordination between the right holders, those responsible and interested parties to develop a vision and a strategy for the issuance of a unified law for people with disabilities and focus on the inclusive education
4. The need for a mechanism to technically oversee the programs offered to the included students in private and language schools.
5. Adopt and implement advocacy campaigns to put pressure on the government to sign and ratify the Optional Protocol of the International Convention on the Rights of Persons with Disabilities
6. Unify the disability movements by setting up a mechanism for cooperation with organizations to put pressure on the decision makers
7. Activating the role of the National Council on Disability to monitor complaints by taking legal actions and filing lawsuits



8. Conduct a comprehensive census every six years instead of every 10 years and put a few classifying boxes in the form of disabilities counting
9. Conduct exclusively specialized studies in the field of disabilities and educational inclusion.
10. Put the importance of the educational inclusion forward in the media
11. Adopt advocacy campaigns and gain support for drafting a unified law for persons with disabilities which ensures all the rights, especially to the inclusive education and rights enshrined in the Egyptian Constitution. This requires communication with candidates of parliament to win their support for accepting the draft of a unified law for persons with disabilities
12. Form a coordinating group with the designated entities and put the case in the real perspective and inflate its size to work on it by allocating a budget for that entire case
13. Allocate sufficient financial budget to cover the costs of the following requirements:
 - Schools preparing (entrances, classrooms, toilets and resource rooms)
 - Economic aid to the families of students with disabilities for easy access to schools

and the continuation of inclusion

- Intensity the qualifying courses for teachers working with students with disabilities and allocate its budget
- Increase the financial incentive for teachers, managers, employees and those working with students with disabilities in schools
- Allocate a budget for the follow-up, monitoring and evaluation

Recommendation for school environment creation:

1. Provide accessibility and remove the obstacles in the vicinity of the school in accordance with the engineering code. Put a plan for regular maintenance and review the inclusive schools. Ensure meeting the standards of school preparing addressed by the inclusion-related ministerial decisions.
2. Creating toilets which are appropriate for students with disabilities in all schools
3. Determine the ground-floor classrooms for the inclusion of persons with motor disabilities for easy access.
4. Oblige to activate the school maintenance clause in the budget to provide facilities and remove the existing barriers in the school environment



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Annex

Research Team

1. Federation of Associations for Persons with Disabilities in Egypt declared under no. 15 of 2011

It is a national federation and one of the non-profit organizations for persons with disabilities. It comprises of 40 associations for persons with disabilities in all Egypt governorates. It is a member of the Arab Organization for People with Disabilities, and the International Council on Disabilities.

Vision: Achieve inclusion for persons with disabilities in the society and partners in the sustainable development in Egypt

Mission: We seek to enable persons with disabilities to access all services

Objectives: Persons with disabilities access to all rights, their inclusion in the community and the preservation of their human dignity.

Activities, programs and services: Empowering persons with disabilities in the economic and political fields, training them in the field of IT, entrepreneurship and human rights, women with disabilities empowerment, legal and right assistance for persons with disabilities, monitoring the reality of disability in Egypt compared to the International Convention with the Arab Organization for people with disabilities, participating in the development of national plans for persons with disabilities with the National Council on Disabilities, humanitarian aids, reporting the comprehensive review, (human rights of person with disability), preparing the report of CEDAW and monitoring the situation of violence against women, (with disabilities), participating in the Equality Project 1 with Handicap International and Equality Project 2 with the Arab Organization for Persons with Disabilities, participating in the development of violence against women with disabilities

strategy with the National Council for Women, participating in monitoring the application of the International Convention in Egypt with the Arab Organization for Persons with Disabilities, participating in dialogue project with Handicap International

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2. National Association for the Deaf / declared on 27/1/1997 no 4367

It is a member in Egypt Federation and works nationwide; in all Egypt governorates

Vision: Toward a better education

Mission: Enable and include deaf people in the education and community

Objectives: 1. Right and cultural awareness; 2. Various trainings in sign language; 3. Comprehensive care; 4. Preparing research and studies on the hearing impairment

Activities, programs and services: 1. Organize cultural, religious and scientific seminars; 2. Prepare educational training in sign language and others for deaf people; 3. Hajj and Umrah supported by sign language; 4. Organize sport activities and internal and external trips and camps; 5. Facilitate the customs and legal exemptions procedures for deaf members; 6. Hold exhibitions of art and handicraft products for deaf people.

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3. Egyptian Foundation for the Rights of the Deaf and Sign Language Interpreters / 3728 of 2010

It is one of the non-profit associations that works nationwide



Vision: participating in construction and development

Mission: Enable deaf people to get all the rights to achieve equality between the rights of persons with disabilities and hearing impairment

Objectives: 1. Enable people with hearing impairment to get their rights to achieve justice and equality; 2. Hold educational seminars in sign language and human development and train deaf people in art, photography and theater; 3. Rehabilitate deaf people and teach them Arabic; 4. Provide legal consultation and assistance translated into sign language; 5. Train trainers of deaf people in Graphic design, photoshop and montage; 6. Prepare deaf people for the political participation through seminars and workshops; 7. Hold and market art exhibitions; 8. Prepare recreational and educational trips, 9. Carry out empowerment and advocacy campaigns including "the right to express will in sign language" campaign; 10. Communication and behavior modification

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4. 7 Million Association for Persons with Disabilities

A non-profit association for persons with disabilities

Vision: Dignified, independent and fair life for persons with disabilities in accordance with the principles of equality, non-discrimination and equal opportunities through active positive participation in the community

Mission: Enable persons with disabilities through community awareness rising and their rehabilitation to be integrated and actively participate in the community

Objectives: Provide persons with disabilities with access to social services

Activities, programs and services:

A center for supporting persons with disabilities and their families, family

counseling sessions, classes hosting non-disabled children above the age of 12, residence and hosting house for persons with disabilities, hold seminars and conferences of awareness and information and organize celebrations and carnivals, train and rehabilitate persons with intellectual disability through outstanding workshops such as automated bakery / farming and herding / Carpet & Rug / carpentry work, facilitate recruitment and issuing identity cards and person with disability card procedures and train the assistant teacher of children included in the elementary education.

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5. Hope Village Society For Social Development And Rehabilitation For The Disabled

A non-profit organization for persons with disabilities established on December 10, 2000 under no 1361 in the Ministry of Social Solidarity

Vision: Persons with intellectual disabilities are integrated, have a role and active in the Egyptian society. They enjoy their rights to care and growth in order to ensure them a decent life. The association is a strong developed institution capable of sustainability by self-resources and influential at the local, national and Arab levels to achieve its vision.

Mission: Rehabilitate persons with disabilities to integrate them in the community, provide technical support, encourage private institution to work in the same issues and network with them, raise the awareness of the families and the community and prepare them for the positive interaction with them, reduce disabilities, coordinate with executive institutions and decision-makers and disseminate the activities culture.

Work strategy: Enable persons with disabilities and their families to enjoy all



their rights; adopt advocacy campaigns on persons with disabilities rights; raise the awareness through seminars, conferences and celebrations; carry out social, art and sport activities, network with other associations of the same field and rehabilitate persons with intellectual disabilities through workshops (automatic bakery - greenhouses - carpentry – herding – carpets).

Activities: Al Amal Academy for Disabled Children (mild disability – learning difficulty); a center for supporting persons with disabilities and their families; family counseling sessions, classes hosting non-disabled children above the age of 12, residence and hosting house for persons with disabilities, hold seminars and conferences of awareness and information and organize celebrations and carnivals, train and rehabilitate persons with intellectual disability through outstanding workshops such as automated bakery / farming and herding / carpet & rug / carpentry work, facilitate recruitment and issuing identity cards and person with disability card procedures and train the assistant teacher of children included in the elementary education; train and employ shadow teacher; provide health care and physical therapy through the clinic and the youth employment project to raise the efficiency of kindergartens in Alexandria

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6. Al-Amal Association Beni Suef

A member in Egypt Federation of Association for Persons with Disabilities under no 933 of 2008 at the Ministry of Social Solidarity

Vision: Our association achieves social justice, creates an inclusive community and enables persons with disabilities socially,

healthy, economically and educationally.

Mission: We seek to achieve the inclusive community in order to establish social justice

Objectives: Integrate persons with disabilities in the community and inform them that they have duties as well as rights; build partnerships with large local, regional, international federations and coalitions working in disability; activate all legislations related to the rights of persons with disabilities in all fields namely employment, education, health, housing and other; introduce the importance of the political and civil participation for persons with disabilities

Activities and projects: follow-up the elections, create a page in a local newspaper, meetings and workshops, cooperate with association in the field of the rights of persons with disabilities and children and hold a forum for employing and honoring workers in disability.

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7. Al-Haya Association for Persons with Disabilities

A non-profit association for persons with disabilities declared in December 2014 under number 2937 – Entity: Department of Social Affairs of Minya

Vision: The Association tries to enable persons with disabilities of their essential rights including health, economic, education and accessibility rights.

Mission: Toward a person with disability enjoying all his/her rights in a community that appreciate him and respect his/her abilities

Work Strategy: Work through the rights approach in the development and commit to partnership and cooperation strategies between the association and other civil society organizations and government agencies that guarantee the rights of persons with disabilities



Objectives: The association aims to take care of persons with disabilities in terms of health, economy, education, culture, sport and entertainment through awareness, partnership and advocacy campaigns when necessary

Activities and Projects: Wording articles for persons with disabilities in the Egyptian Constitution of 2014 and working on the preparation of a vision on the existing drafts law for people with disabilities to be approved by Parliament

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8. Alasdiqaa Association for People of Special Needs

Declared by the Social Solidarity Directorate of Asyut under number 895 on 12/5/2010

Vision: Integrated community and comprehensive development through equal opportunities.

Mission: Improve the quality of life in the Sadfa Center and its villages starting with the most needy for the comprehensive development, promote and protect the rights of women, persons with disabilities and low income youth to improve the quality of their life through local community development, creating job opportunities and providing all services without discrimination in all fields, (health, education, economy, agriculture ... etc), through using an advocacy approach, motivating community efforts and mobilizing domestic resources. To achieve this, the association seeks to harness all its resources and material and human means to provide all required services through development projects and programs of a sustainable-nature.

Objectives: local community development; taking care of persons with disabilities; humanitarian aids; health activities; cultural, educational and economic activities; environmental services

Activities, programs and services: projects implemented with the cooperation of (Terre

des Hommes of Asyut): right of persons with disabilities to work through activation of the Law of 5% of appointments, which helped in the appointment of a number of people with disabilities in public and private sectors; the project, (happiness house), which calls for the PWDs right to marriage and family as stated in Article 23 of the Convention on the Protection and Promotion of the Rights of Persons with Disabilities – has conducted in the end of the initiative, a mass wedding ceremony for six couples with disabilities. Moreover, remedial teaching and Qur'an memorization; entertainment activities and a theatre for children with disabilities; the project (the activation of the local disability plan and its inclusion in the local development plan); the project (community focused rehabilitation) was also conducted in cooperation with the Social Rehabilitation Society and the Giving Association in Asyut; and finally, a project of opening kindergarten for children with disabilities was also implemented.

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9. Almustaqbal Association for Persons with Physical Disability

Declared by the Social Solidarity Directorate of New Valley under number 164 on 28/4/2001

Vision: realize our mission through the capacity building of persons with disabilities and rehabilitation in order to help with their inclusion in the community and to be active members.

Mission: Toward a dignified life for persons with disabilities in an inclusive society

Work strategy: build the capacities of persons with disabilities and raise their awareness through partnerships with large civil society organizations with the vision that helps us in enabling persons with disabilities economically by small projects and scientifically and culturally by training



courses to raise the level of their abilities as well as projects that focus on community development.

Objectives: Provide psychological and social care to persons with disabilities; provide them with assistance; develop service and product projects to create job opportunities for them and develop the association resources; solve their problems through communication with concerned authorities; solve housing problems through an ongoing cooperative housing project; communicate with persons with disabilities and the same field workers; seek to establish a gym in the name of the association; establish a center to manufacture and maintain prosthetic devices to serve persons with disabilities in the governorate; and establish other branches for the association in various centers of the province.

Activities and projects: Provide in-kind and material assistance for people with disabilities; hold educational, scientific and religious seminars, seek to carry out surgeries for some cases of people with disabilities; involve the rest segments of people with disabilities in ceremonies; produce hand-environmental products by members of the association and present these in exhibitions; educate citizens on how to participate in the electoral appointments and urge them to it; and participate in the evaluation of the parliament law.

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