

**NEEDS ASSESSMENT FOR
SPECIAL EDUCATION
FOR
HANDICAPPED (DISABLED)
CHILDREN IN EGYPT**

Final Report To

MINISTRY OF EDUCATION, ARAB REPUBLIC OF EGYPT

By

**Creative Associates International, Inc.
3201 New Mexico Avenue, Suite 270
Washington, D.C. 20016**

Under

**USAID Indefinite Quantity Contract
No. PDC-1109-I-16-7119-00**

Delivery Order No. 16

October 1989

FOREWORD

This report on Education for the Handicapped in Egypt was prepared by Creative Associates, International, a Washington-based consulting firm. The two U.S. experts were Dr. Clarence N. York and Dr. Betty W. Atherton. They were joined in this effort by officials from the Special Education Department of the Ministry of Education:

Undersecretary Osama Soukhary, Director General Ahmed Sami Mohamed, Director for the Mentally Retarded Adel Hamada, Subdirector for the Deaf Hussein Mustafa, Supervisor for the Deaf Mokhatar El Sayyed and Supervisor for the Blind Abd El Aleem.

Acknowledgements for their assistance are also due to the many headmasters, headmistresses and teachers of the schools visited in Egypt. A listing of the schools is in the Appendix. In the United States, invaluable assistance was also given by Dr. Paul Ackerman, Special Assistant to the Director, U.S. Department of Education, and by the principals of two Fairfax County Virginia schools: Ms. Connie Rahill, Camelot School; and Ms. Carol McBride, Mantua School. Program Specialist for Fairfax Schools, Mr. Donald McGhee offered technical assistance on equipment for the visually-impaired and the hearing-impaired. Other technical consultants were from the Lighthouse for the Blind and the National Institute for the Mentally-Retarded.

Table of Contents

FOREWORD	3
I. EXECUTIVE SUMMARY	1
II. FINDINGS	6
III. RECOMMENDATIONS	11
IV. MODEL SCHOOLS	26
APPENDIXES	41
A. STATEMENT OF WORK	
B. LIST OF FIELD VISITS	
C. REQUESTS FROM SPECIAL EDUCATION SCHOOLS	
D. CRITICAL ISSUES	
E. EXCERPTS FROM MAY 1987--FINAL REPORT	
E-1. (pp. 1-26)	
E-2. Status Report (pp. 69-81)	
E-3. Disability Problems (pp. 30-41)	
F. AIDS FOR THE VISUALLY-IMPAIRED/BLIND	
G. STRATEGIC PLANNING FOR IMMEDIATE, SHORT-TERM ACTION & LONG RANGE GOALS	

I. EXECUTIVE SUMMARY

1. PURPOSE AND OBJECTIVES

The purpose of the assessment of the Education for Handicapped Children in Egypt Project was to assess for the Ministry of Education the current needs in Special Education for the blind, deaf and mentally-retarded. The objectives of the Project were to (1) review and evaluate curricula and testing; (2) assess services and materials/equipment in the schools for the disabled; (3) assess and describe refurbishment needs; (4) design and cost out training plans for teachers and staff; and (5) make specific recommendations based on findings, including, where appropriate, cost figures.

2. PROCEDURES

The U.S. experts, Dr. York and Dr. Atherton, accompanied by Ministry of Education officials, visited 15 schools for the disabled in Cairo, Alexandria, Tanta and Assiut to observe the education programs and the boarding facilities for the blind, the deaf, and the mentally retarded. Visits were also made to Ain Shams University and selected private organizations. Meetings were held with Ministry of Education officials, Mrs. Mubarak and people interested in improving the quality of education and life for the disabled. Dr. York and Mrs. Atherton made a presentation of their impressions to the National Council for Childhood and Motherhood at a meeting chaired by Mrs. Mubarak and attended by the Minister of Education.

Upon their return to the United States, Dr. York and Dr. Atherton visited schools for the Hearing-Impaired in Fairfax County, Virginia and met with Dr. Don McGhee, Program

Specialist for Vision and Hearing for Fairfax County. They also consulted the New York Lighthouse for the Blind and the U.S. Association for Retarded Citizens and in Washington, D.C., Dr. Paul Ackerman, Special Assistant to the Director U.S. Government Department of Education Office of Special Education and Rehabilitative Services.

3. SCOPE OF WORK AND FINDINGS

The stated Scope of Work and the Joint Team's findings are listed below.

Scope of Work

Assessment of current needs in special education for the blind, deaf, and mentally retarded through a review of reports and discussions with appropriate officials, teachers, and headmasters and headmistresses.

Findings

The May 1987 Final Report to the Ministry of Education: The Handicapped in Egypt by Drs. York and Simeonsson provided detailed information on the status of education for the disabled and recommendations for modernizing and improving services to meet the needs of the disabled. See Appendix E for excerpts from the May 1987 Final Report.

The assessment included discussions with the appropriate persons in the Special Education Department in the Ministry of Education, other officials, parents, and with the teachers, headmasters, headmistresses, and District Directors during the school visits.

Scope of Work

Visit 6-10 schools in a variety of governates and recommend 3-4 schools for assistance, with a rationale for the recommendations.

Findings

The U.S. Egyptian Joint Team visited 15 schools in Cairo, Alexandria, Tanta and Assiut. See Appendix B for list of schools visited.

The Joint Team recommends the following 5 schools for assistance:

Cairo: Helwan School for the Deaf
Zeytoon School for the Blind
Shobra School for the Mentally-Retarded

Alexandria: Ahmad Shawky School for the Mentally-Retarded

Assiut: School for the Mentally-Retarded

The Helwan School is currently being renovated through the work of Mrs. Mubarak, the Mayor of Helwan and interested citizens. This is a primary school with a boarding department. Construction of a preparatory, secondary and vocational school is underway with completion scheduled during the current school year.

The Zeytoon School occupies space in facilities operated by the Ministry of Social Affairs. Renovation of the buildings is in process. The school has primary, preparatory and secondary sections.

The Shobra School with two sections, primary and vocational, is the Joint Team's choice for a model school in Cairo for the mentally-retarded. It has a dedicated and creative staff and its administrative personnel provide strong leadership.

The Ahmed Shawky School has strong programs in carpentry and horticulture. The sports and music activities have good potential.

The Assiut School has nursery, primary, preparatory and intermediate/vocational programs and a boarding department. It is the only school for the mentally-retarded in the Governate.

Scope of Work

Assess equipment and materials needed for the schools proposed and make specific recommendations for the upgrading of each school. Include price, source and level of sophistication for maintenance required for each item recommended along with any information pertinent to the purchase, placement and maintenance of equipment.

Findings

The Joint Team assessed the equipment and materials needed for all the schools and particularly for the five schools proposed for upgrading. The Egyptian members of the Team prepared a list including the needs of all the Special Education schools in Egypt. (See Appendix C). The Joint Team has two concerns: (1) that the selection of materials be culturally relevant, and (2) that there be adequate training for the proper use of the equipment.

Scope of Work

Design and cost out a training plan sufficient for teacher/staff training of each recommended item in each school. Define time requirements and level of effort required for training in each school.

Findings

A strong recommendation is for upgraded in-service and pre-service training for all special education personnel--special teachers, school psychologists and social workers.

Scope of Works

Assess and describe in as much detail as possible refurbishment needs of the schools proposed. The level of refurbishment required would be to bring the schools up to normally accepted standards.

Findings

The refurbishment needs of each school are massive, and with the exception of the two schools in Cairo which have already had some repairs and refurbishing, the schools require total rehabilitation. The implementation of the recommendations of the Joint Team will result in institutions that meet normally accepted standards, facilities that can provide an example for the other schools for the disabled in Egypt, and a more modern program for Egypt's children with special needs.

Scope of Work

Propose a basic package for assistance that includes a strategy and rationale for U.S.A.I.D. intervention. Include areas of responsibility, expertise and cooperation.

Findings

The U.S. experts propose a basic package that encompasses the total program for Special Education with specific recommendations for immediate and short-term actions and long range goals. The responsibilities are assigned to USAID and the Ministry of Education. Tables for the Strategic Planning are in Section III. Recommendations.

4. CONCLUSION

Complete rehabilitation and upgrading are essential for Egypt's Special Education

program. Implementation of the recommendations will result in a program that will be modern and comprehensive. The proposed recommendations are made with sensitivity to the Egyptian child and his culture. The implementation of the plan is both crucial and urgent.

II. FINDINGS

OVERVIEW OF SCHOOLS

The sampling of schools consisted of visits to 15 schools and discussions with teacher headmasters and headmistresses in Cairo, Alexandria, Tanta and Assiut. Although there were obviously local variations, there were also many similar concerns and deficiencies. Since the purpose of the project is to recommend improvements, to indicate needed changes, to evaluate equipment and materials, and to identify needs, we are stressing the general and consistent issues we observed. Listed here are general comments based on the schools we visited.

The multiplicity of each school's needs suggests that schools for the disabled have neither a visible nor prominent place in the Ministry of Education's Basic Education program.

The people responsible for Special Education for the Disabled recognize the limitations of the current program. Although they are talented, receptive to change and anxious to see Special Education improved, they will need the full support and commitment of the Ministry to conduct a more effective program for the disabled.

The schools for the disabled do not even receive support equal to that provided to the normal schools under the Basic Education program. The exception to this generalization is the support given to the schools for the blind, who receive Braille textbooks annually and also have more materials and equipment than the other schools. Some of these items are, however, outmoded and in disrepair. Supplies and equipment for the schools for the deaf and for the

mentally retarded are rare; they are mostly teacher-made, flimsy and dog-eared, while specialized equipment is sparse or in some schools, non-existent.

The basic furnishings are antiquated and in poor condition, kitchen facilities and dining rooms are dismal. One school had no kitchen; another, with a boarding department, had no chairs or benches in the dining room.

The desks and chairs have seen better days and are either too small or too big for the children to be comfortable. Poor lighting existed in most of the schools, a particularly distressing situation for the partially-sighted students. Chalkboards were so old they could no longer even benefit from fresh coats of paint.

Some school buildings are converted villas or old buildings, not adaptable to school activities. One headmistress has refused to use the top story of a villa for boarding as she fears it will collapse and cause injuries if not deaths. The utilities-electrical, plumbing, ventilation, are of substandard quality. Many major renovations such as plastering and rewiring are required for the schools to be suitable and safe for the children. The exteriors of most schools are uninviting; drainpipes dangling, unattached, dirty walls and broken windows.

The Basic Education curriculum, used in all the schools, is not appropriate for disabled children. It is frequently simply a "watered down" version, with no relevance to their educational, "survival skills" needs. For the deaf and mentally retarded, there are no

specialized materials to help them learn what they need to know, and can learn. In the schools for the blind, supplies and equipment are more adequate, but the curriculum is still limited with little recognition of the need to increase the students' capacity to learn by developing their other senses.

The major issue is the need for training. Most teachers have had the one year specialized training at the Institute for Teachers which is outmoded, limited and inappropriate. In-service training opportunities in the special areas do not exist.

The placement of children in the special schools occurs without a comprehensive developmentally-based assessment. An improper intelligence test suffices for placement of mentally retarded children in the special schools. Neither the children in the schools for the blind nor those in the schools for the deaf have had a comprehensive assessment. There is, furthermore, no coordination between the clinic which conducts the tests and the schools the children attend.

Partially-sighted children are often in classes for the blind, children with hearing impairments attend schools for the deaf, and learning disabled children may find themselves in schools for the mentally retarded.

The Ministry of Education program for the disabled is limited to the three categories referred to above. Other categories are not served, i.e., have no access to any Ministry of Education program. These categories include the more severely mentally retarded, the

emotionally disturbed, the learning disabled, the socially maladjusted, the cerebral-palsied and the multiple-handicapped. Some of these children may be included in Ministry of Social Affairs programs.

Psychologists and social workers are in short supply and are not adequately trained to work with the disabled. Their roles are not clearly defined. Frequently they work as aides rather than as professional resource people.

GENERAL CONCLUSIONS

Conditions in all the Special Education schools are similar, whether in reference to disability or geographical location. Given the known resources available and the need to address the issues as expeditiously as possible while still recognizing the need for major changes list below are recommendations to address the issues identified in the report.

Immediate Actions

The conditions in the schools as generally described require immediate action. the teachers and other personnel need evidence of support and of change. Their conditions warrant major change but their morale must be boosted to maintain a positive atmosphere. The Team recommends a series of actions for the current school year, commencing as soon as possible and completed by the end of school year 1989-90.

Short-term Actions

These actions can set in motion a series of activities to create a different environment

conducive to learning and can provide the solid foundation for introducing new approaches, techniques and tools for an effective educational program. The Team recommends these activities begin at the same time as The Immediate Actions to assure their final implementation by the end of school year 1990-91.

Long-Range Goals

Since these long-range goals may require policy changes, actions to achieve them should commence immediately with the hope they may be attained within a reasonable period of time, 4 years at the most, thus achieving a permanent commitment to the best kind of education for the disabled, a developmental individualized curriculum in an equally suitable environment for Special Education. Such a program can be the model for other countries in the Middle East.

III. RECOMMENDATIONS

IMMEDIATE ACTIONS

At issue in the Schools for the Handicapped under the Basic Education Program of the Ministry of Education is the apparent fact that the schools have not received those furnishings, item of equipment and general building maintenance and upkeep that are available for schools in the Basic Education Program generally.

Recommendation:

Immediate steps should be taken by the Ministry of Education to provide each school for the Handicapped those basic furnishings and items of equipment that are provided generally to the Schools in Basic Education and continue to provide the necessary maintenance and upkeep.

National Council for Childhood and Motherhood

The National Council for Childhood and Motherhood has designated The Handicapped Child as one of its priorities. 1990 has been declared The Year of the Handicapped Child by the First Lady. The Minister of Education's summary of the National Council's discussion at the October meeting stressed three points: (1) The National Council, recognizing the interdisciplinary nature of education for the disabled, must establish a national policy to ensure the best education for the disabled. (2) The Supreme Council of Education needs to create a committee to study the curriculum needs of the disabled. (3) This curriculum must address three objectives: (i) integration of the disabled into the normal education system; (ii) establishment of a permanent, effective program of training for teachers and specialists who work with the handicapped; and (iii) implementation of a curriculum that makes full use of the scientific and technological achievements in the field of education for the disabled.

Recommendation

USAID authorities recommend to the Minister of Education that the three objectives outlined in his statements before the National Councils be implemented and further that the Ministry work with USAID in assuring that the assistance funds usage is maximized.

Establishment of continuing liaison between USAID and the National Council for Childhood and Motherhood. The Joint Team Final Report should be provided to the National Council.

Selection of Model Schools and Equipment/Special Instructions for the Teachers

The Joint Egyptian-USAID team visited 15 schools for the handicapped. Based on the visits and many conferences with officials and others interested in services for the disabled, the Joint Team selected 5 schools for assistance.

Recommendation

Designation of the 5-schools listed below to be Model Schools with appropriate remodeling, refurbishment, and equipment, and staff training.

- The Helwan School Provision of the necessary specialized equipment. to become a model school for the Hearing Impaired/Deaf. In addition, an expert in education for the Hearing Impaired/Deaf should be selected to provide training in the use of the equipment and in-service training for the staff.
- The Zeitoon School for the Blind should be provided with the necessary specialized equipment to become a model school for the Visually Impaired/Blind. In addition, an expert in education for the Visually Impaired and Blind should be selected to provide training in the use of the equipment as well as in-service training for the staff.
- The three Schools for the Mentally Retarded--the Shobra School for the Mentally Retarded in Cairo, the Ahmed Shawky School in Muharam Bey, Alexandria, and the School for Mentally-Retarded in Assuit require major renovations and assistance in working with their special population.

USAID experts and appropriate Ministry of Education personnel should work with the authorities in the respective cities in developing plans for the rehabilitation of these schools. Once this is done, USAID funds should be made available for the specialized equipment and the training of the staff on use of the equipment and on some basic techniques used in working with the mentally retarded. This requires the availability of specialists to work in each of the schools.

In-Service Training Workshops

Training of Special Education teachers is a priority it not the top one. Specialized training is essential if the teachers are to meet the needs of the children. Training is also essential for other workers in the schools (e.g., Psychologists, Social Workers, and others working in a professional capacity). The training needs are so great that immediate action should be taken to provide training now and to develop a plan for continuing training.

Recommendation

The Joint Team recommends a series of workshops for the teachers and other personnel in the schools. These workshops should be developed as prototypes for the workshops that will be conducted through the Center for Special Education. Training of Foreign Specialists in each of the disability fields, i.e., Deaf/Hearing-Impaired, Blind/ Visually-Impaired and Mentally Retarded, should conduct the one user workshops followed by one week of follow up consultations in the Model school where applicable and in the schools represented by the workshop participants otherwise (as in Alexandria and Assiut). On the following pages are details on these workshops.

Curriculum Materials Development

As already noted, revision of the curriculum and development of materials is essential.

Recommendation:

Selection of 2 U.S. Special Education experts to develop appropriate curricula and materials adapted for Egyptian students and prepared for translation into Arabic. The U.S. experts should work with Egyptian specialists in Egypt after (1) familiarization visits to the Special Education schools in Egypt and (2) selection of materials in the U.S. The total consultation time should be no less than 3 months. The beginning of

the activity should coincide with the workshop process. The work will be preliminary to the Special Education Center but will form the basis of the work envisioned for the Center.

SAMPLE CURRICULUM FOR WORKSHOPS

GENERAL SUGGESTIONS

First Workshop in Cairo--6 days' duration, possibly in January. Three Special Education specialists from U.S. would meet with Egyptian experts (for example, Dr. Mansour Talaat, Dr. Hamza, Dr. El Banna, Dr. Kandil, (see May 1987 Report on "The Handicapped in Egypt") for 6 days' preparation time prior to Workshop. One Curriculum and Materials expert from U.S. would also participate.

Second and Third Workshops in Alexandria and Assiut; scheduled to allow three days' preparation and one day travel time between workshops for U.S. and Egyptian specialists.

Allocation of 6 workdays for reports and evaluations by specialists after completion of all workshops.

Total time in Egypt per U.S. consultant: 56 workdays (6 day work week.)

Approximate Cost: \$92,460 for 4 U.S. consultants' fees, travel and perdiem.

Participants: In Cairo, 20 persons from each of the three Model Schools-- Headmaster/headmistress, 1 social worker, 1 psychologist, 17 primary teachers. Total, 60 people.

In Alexandria and Assiut, 20 persons from the Model School (as designated above) and headmaster/head mistress, 1 social worker, 1 psychologist and primary teachers from the Schools for the Deaf, Blind and Mentally-Retarded in those cities. Total, 60 people.

SUGGESTED OUTLINE OF WORKSHOPS FOR SPECIAL EDUCATION TEACHERS,
SUPERVISORS, HEADMASTERS

<u>Day</u>	<u>1st Session</u>	<u>2nd Session</u> PLENARY	<u>3rd Session</u>
1	Opening & introductions, Written Expectations for the Workshop (by participants)	Special Ed. History, Philosophy, Objectives Applications of SE in Egypt.	Modern Trends in SE including the Educational Team
Separate/concurrent classes for each of the categories of handicapped (blind, deaf, mentally retarded) <u>Days 2 through 5</u> . Below is sample program for blind.			
2.	Topic: Assessment in Children with Visual Impairments		
	Definition of Assessment of Children with Visual Impairment	Understanding the Eye and The Special Needs of the Child with Impairment	Development (including intellectual).
3. & 4	Topic: Educational Issues: Special Skills Training: Curriculum Planning		
	The Learning Environment; Mastering the Environment	Curriculum Content Orientation & Mobility	Developmental Issues. Braille & other specialized skills training
5.	Topic: Programming for the Individual		
	The IEP (Individualized Educational Program)	The Use of Technology	Evaluation
6.	PLENARY		
	Session 1 & 2 Summary and recommendations. Oral reports from each category.		Evaluation (written) of workshop. Presentation of Certificates. Dinner for all participants.

SHORT-TERM ACTIONS

The implementation of the Short-Term Goals will reflect the Ministry of Education's tangible commitment to the new Special Education program and the activation of the required changes to implement the program, while recognizing the process will take time.

The Special Education Center

The extensive and very basic needs in Special Education were discussed earlier. They include (1) selection of an appropriate curriculum, (2) materials and supplies, (3) equipment, (4) training, (5) access to professional books and other publications, (6) use of audio-visual aides and other technological equipment including computers, while at the same time, acknowledging the need for proper translation and adaptation to the Egyptian culture. Both Egyptian and USAID experts must be involved in fulfilling these needs

Recommendation:

Establishment of a Special Education Center in Cairo. One possibility for a location has been proposed by the responsible Special Education officials in the Ministry of Education. This Core program would include the following:

Curricula Materials Center

Specialized materials for the curricula would be selected, adapted, translated and demonstrated in the Center. The Center would thus act as a continuing resource for curriculum assistance, updating materials and demonstrating proper usage appropriate to each disability category. All new materials would be evaluated and processed through the Center.

Special Education Library

Teachers and other Special Education personnel do not presently have access to Special Education books, curriculum guides, publications and current information on developments in the field. Through the professional library, the teachers, psychologists, social workers and other personnel would have that access. A system of communication and distribution would be necessary to assure sharing of the library's resources with schools for the handicapped throughout Egypt. Many of the materials

would be translated into Arabic.

Demonstrations

In the Center the latest appropriate technology for Egypt would be demonstrated. Specialized equipment, audio-visual aids, computers and other technical aids needed for the classrooms and in the special schools generally would be evaluated and demonstrated. These demonstrations could be conducted in other locations as well. Technical assistance must be available to assure proper usage of the equipment.

In-Service Training

A long range plan for training in-service personnel should be developed by the Center and coordinated with the Special Education personnel in the Ministry of Education; the Center acting as the catalyst for all Special Education in-service training. Egyptian specialists, USAID experts and specialists from other countries should participate as appropriate.

In a very real sense the Center can serve as the resource, research and training program for the Special Education program, giving access to the most advanced technology in the field.

Coordination with the 5 Model Schools for the Disabled

From the beginning, the Special Education Center should work closely with the Model Schools, providing technological support including demonstrations, training and general assistance to each school. The Model Schools, in turn, should provide assistance to the other special education schools in Egypt.

Improvement/Modernization of Other Schools

The five schools that are being updated and renovated can serve as the standard to be followed by the other schools. The plan of the Ministry of Education recognizes the need to improve and modernize all the Special Education schools. Once these 5 schools are in operation, the next phase is to extend the program.

Recommendation

The orderly rehabilitation of other schools throughout the country by the Ministry of Education. One of the Short Term Actions is the identification of 4 other schools, one each for the Hearing Impaired/Deaf in Alexandria and Assiut, and one each for the Visually Impaired/Blind in Alexandria and Assiut. These schools would, in turn, become models for the schools in their areas.

Supplies and Equipment

It is obvious that the Special Education schools have a shortage of supplies, materials and equipment. Present conditions require an infusion of basic supplies, special materials and equipment. The Joint Team recommends some items for each of the schools for the disabled. (See IV. Model Schools).

Recommendation

The designation of funds for supplies and equipment for all the schools. All supplies and equipment should be evaluated for appropriateness and purchased at the earliest possible date with purchase completion date no later than September 1990. Other specialized materials and equipment identified by the USAID experts should be coordinated with the training required to effectively use the items.

Upgrading of Leadership Personnel in Special Education for Leadership Roles in the Ministry of Education, the Teacher Training Institute and the University Level

The training of Special Education teachers, social workers and psychologists has been highlighted as a critical issue throughout the overview. In order for the training to be most effective a basic commitment and understanding must be forthcoming. Initially, the leadership personnel in the Ministry and those involved in teacher training in Special Education must be committed to the development of a comprehensive individualized program. The one year training for the special teachers is inadequate and should be upgraded to a university degree program that is comprehensive and has the depth and breadth essential for effective teaching of the handicapped.

Recommendation

Development of a plan for the training in Special Education of 6 professionals in the United States for a period of one year; that they be (1) persons who now have or will assume key positions in Special Education within the Ministry (one person in each category) and (2) persons who will assume responsibility for the training of Special Education teachers. A training program should be developed at a University (e.g., the university of North Carolina) which will expose these persons to an intensive combination of practice and theory in Special Education. Upon their return to Egypt,

they should assume key roles in the development of Special Education services and teacher training programs.

Upgrading of School Psychologists and Social Workers: Formulation of a Plan for Updating the Training of School Psychologists and Social Workers.

Both the school psychologists and social workers appear to lack clearly defined roles. Further, they are inadequately trained for the vital roles they should play in Special Education schools. The school psychologists, for example, do not do assessments of the children in the schools. This is a serious limitation. The social workers, too, have a poorly defined role and their training is extremely limited. The Special Education program in each Special Education school should have a team comprised of the Special Education teachers, psychologists and social workers.

Recommendations

1. The new Special Education decree should mandate assessments for Special Education placements be done by the school psychologists and that the evaluations be performed by each school's Special Education team. The role of the school psychologists and social workers must, therefore, be carefully delineated.
2. Development of a university practicum-based training program for school psychologists and social workers. The initial preparation of the training should be with the selection of three psychologists and three social workers, preferably at the doctoral level, to attend a one year intensive training program with a combination of practice and theory at a university in the United States. These persons would then assume leadership positions in the training and direction of their respective professions in the Special Education program.

LONG RANGE GOALS

Comprehensive Policy for Special Education

Special Education for the Disabled in Egypt requires a major commitment from the Ministry of Education. The present policy mandates that the Special Education curriculum follow the Curriculum in Basic Education. That curriculum, established in 1969, was a progressive step. Major advances in understanding Special Education needs have been made since then. It is, therefore, appropriate for, and incumbent upon, educators to establish a new curriculum, incorporating the advances that have been made and are needed.

Recommendation

Adoption of a comprehensive policy for Special Education which incorporates the changes the Minister of Education described in comments he directed to the National Council on Childhood and Motherhood. The policy should assure that all children be eligible for services whatever their degree of disability. This would include expansion of classes and services to other categories of disabilities such as the more severely mentally retarded, the learning disabled, the emotionally disturbed, the socially maladjusted and the physically handicapped. The policy should specify that a comprehensive developmental curriculum requires the services of an interdisciplinary education team. The team should consist of Special Education teachers, the school psychologists and social workers, and other specialists working with the individual students.

The National Council for Childhood and Motherhood

The Council membership is composed of a distinguished group of Egyptian leaders including 7 Ministers who have responsibility for the government agencies concerned with the issues of children and mothers. Prominent among the ministerial members is the Minister of Education. The National Council has endorsed the designation of 1990 as the Year of the Handicapped (Disabled) Child. This high level group recognizes the problems of children with

disabilities, and their families, require special attention, particularly in the area of education.

Recommendation

The Minister of Education's assumption of the leadership role among the several Ministries and private agencies working with the disabled, to assure a coordinated, comprehensive continuum of services for the disabled and their families. Further, that, the Minister urge the National Council to address the needs of the very young child and his family through an interministerial plan to provide the needed support services.

The need for Upgrading and Expanding the Training Program for Special Education Teachers.

The needs assessment revealed that the present training program for Special Education teachers calls for expansion and upgrading to assure that the teachers receive a comprehensive practicum-based training program. This program should be university-based, with one or more universities designated to develop Special Education curricula.

Recommendation

Adoption by the Minister of Education through a ministerial decree of a policy for upgrading the training of Special Education teachers through a university-based program. One or more universities should be designated to provide comprehensive practicum-based training at the pre-service and in-service levels for the Special Education teachers.

Upgrading the Training of School Psychologists

The issue of the inadequate training of school psychologists and the lack of a well-defined description of their role in the education of disabled children arose frequently during the needs assessment. Of concern, too, was the number of schools that had no psychologist on the staff.

Recommendation

Development of a program at the university level for the training of the school

psychologists as a joint effort of the Ministries of Education and Higher Education, and development of a clear definition of the role of school psychologists including responsibility for testing and assessing the needs of children in Special Education. This role, as a member of the Special Education Team, should be clearly defined in the Comprehensive Policy for Special Education.

Upgrading the Training of School Social Workers

The same issues referred to in regard to school psychologists, apply to school social workers. Many times it was observed that their responsibilities appeared to coincide with the particular tasks a teacher might assign an aide. There seems to be no consistent plan for working with the homes and families. The training of the social worker appears to lack comprehensiveness and does not prepare the person to be an effective member of the Special Education team.

Recommendation

Development of a program at the university level for the training of school social workers as a joint effort of the Ministries of Education and Higher Education, and development of a clear definition of the role of school social workers including responsibility for maintaining contact with families. The school social workers should be trained to be effective members of the Special Education Team.

Testing and Assessment Measures

The testing/assessment measures used to place children in Special Education are inappropriate for the Egyptian culture. They are also obsolete. Children are frequently placed without any testing or after only one test has been performed by the clinic. There is little communication between the clinic and the school. The test results are sent to the schools, and that is the extent of the communication.

Recommendation

Psychological measures should be adopted that are psychometrically sound, culturally relevant and appropriate for a wide age range. There should be a careful review,

selection, modification and/or development of measures that are appropriate for diagnostic and prescriptive use in educational and habilitative settings. The measures should be adopted throughout Egypt. The testing should be performed by an education team and closely coordinated with the educational placement of the child.

IV. MODEL SCHOOLS

Name of School: Helwan School for the Deaf

Location: Helwan-Cairo

Type of Program: Deaf and Hearing-Impaired
Boys and Girls
Primary
Ages 6-14 approximately

Size of Student

Body: 180
60 are Boarding
120 Day - of that number a few are girls.

Size of Staff: 16 classroom teachers
4 male attendants
2 female attendants
1 Headmaster
1 Director

I. RATIONALE FOR SELECTION

The Helwan School for the Deaf is recommended for USAID assistance based on the following considerations:

1. It serves one of the three disabilities presently provided Basis Education by the Ministry of Education.
2. It is conveniently located in Cairo.
3. The School buildings are being completely renovated by order of Mrs. Mubarak. Cooperating in the rehabilitation are a number of volunteers including two influential ladies who spend most of their time at the School. The Mayor of Helwan and the Headmaster are committed to the changes and there is a spirit of excitement and determination on the part of all involved.
4. The activities taking place in the renovation of the School represent examples of what may be accomplished through cooperative community efforts.
5. The work being done amply illustrates the effectiveness of volunteer efforts.

6. The involvement of USAID would demonstrate the effectiveness of cooperation by the Ministry of Education, the Central and Local governments, volunteer, and USAID assistance.
7. The involvement by USAID will greatly enhance the effort as well as provide the technical assistance needed, and not available, for a demonstration/model school.
8. The effort underway assures successful completion and will receive positive public attention.

II. EQUIPMENT AND MATERIALS NEEDED

The school is being completely rehabilitated: the rehabilitation includes extensive renovation to the buildings and refurbishment, including the basic equipment used in Basic Education. The great need is for specialized equipment essential in programs for the hearing-impaired including the deaf. It is recommended that USAID funds be allocated primarily for the specialized needs. The following items of general and specialized equipment are recommended to be provided through the USAID program.

General Equipment

		<u>Number</u>	<u>Cost per Unit</u>	<u>Total Costs</u>
1.	Recording Equipment	16	\$100	\$1,600
2.	Special "kidney" shaped adjustable tables	20	200	4,000
3.	Record Players	16	170	2,720
4.	Overhead Projectors	16	250	4,000
	Projectors	4	1,000	4,000
5.	Televisions	4	1,000	4,000

6.	Peabody Developmental Kits (4 levels)	6	500	3,000
7.	Various Musical Instruments			5,000
8.	Puppets and Stage Equipment			3,000
9.	Vocational Equipment			5,000
				SUBTOTAL: \$36,320

Specialized Equipment

1.	FM System (Phonic Ear) (the complete system with provisions for each student)			60,000
2.	Audiometer (Bell Tone)	2	1,500	3,000
3.	Imped. Audiometer	2	2,000	4,000
4.	Ling Curriculum			2,500
5.	Apple Computers and Software	16	1,800	34,200
		(incl. software)	300	2,000
6.	Hearing and Analyzer	2	1,000	
7.	The Orff Musical Instruments			5,000
8.	Small soundproof Room			10,000
				SUBTOTAL: 154,600
				<hr/>
				TOTAL: \$192,6200
				<hr/>

III. STAFF TRAINING

It is of the utmost importance that a staff training program be developed. The program should be managed (coordinated/conducted) through the Special Education Center. Initially,

it is urgent that a workshop be conducted and this should be followed by a specialist working in the school.

The workshop should have the following components:

1. Understanding Hearing and Hearing Impairments (Including causes and types of hearing impairments).
2. Characteristics of Children with Hearing Impairments.
3. Educational Considerations in Working with Children with Hearing Impairments.
4. Assessment of Children with Hearing Impairments.
5. Developing a Curriculum for Children with Hearing Impairments.
 - 5.1 Different approaches
 - 5.2 Total Communications
 - 5.3. Teaching Communication Skills
6. The Use of Technology in Working with Hearing-Impaired Children
7. Life Considerations.
8. Vocational Planning.

IV. ASSESSMENT AND DESCRIPTION OF REFURBISHMENT NEEDS

It has been emphasized that the Helwan School for the Deaf is being completely renovated and refurbished. Much of the refurbishment is similar to that found in most schools in Basic Education. It is recommended that a special educator with experience in working with a specialized school for the deaf be involved immediately. Technical issues that are peculiar to the program could be resolved at this time at considerable savings. For example, it was observed that a small unit had been constructed to be used for testing and training and was supposed to be soundproof. The room is of an appropriate size but is obviously not

soundproof.

Most of the plans being developed, however are appropriate. For example, the classrooms were divided to create smaller classrooms and some special items have been well planned and constructed. The many persons involved are to be commended for their efforts.

Name of School: Zeitoon School for the Blind and Partially-Sighted

Location: Zeitoon-Cairo

Type of Program: Blind and Partially-Sighted Boys
Primary, Preparatory and Secondary
Ages 6-17 (approximately)

Size of Student

Body: 264-75 Primary
92 Preparatory
97 Secondary

(of the above 190 classified as Blind; 74 classified as Partially-Sighted)

Size of Staff: Teaching: 78 includes 4 Psychologists and
5 Social Workers

Administration: 20

I. RATIONALE FOR SELECTION

The Zeitoon School for the Blind and Partially-Sighted is selected as one of the Schools to receive USAID assistance for the following reasons:

1. It serves one of the three disabilities presently conducted in Basis Education by the Ministry of Education.
2. It is located in Cairo, the capital city.
3. There is considerable interest being shown in the School. It is one of those schools being renovated by Mrs. Mubarak and being monitored by her ladies group.
4. The program of the School has traditionally been considered to be one of the better ones in Special Education.
5. It is an example of a cooperative effort by the Ministries of Education and Social Affairs.

6. The buildings are in the process of being modernized. Although the rehabilitation is proceeding more slowly than the Helwan School for the Deaf, there is a commitment to completely rehabilitate the program and this is being fostered by the Volunteer Ladies.
7. Through providing support by the USAID assistance program the school can become a model in a relatively short period of time.
8. It is an example of cooperation from the private sector (volunteers), the Executive branch of the government, the Ministries of Education and Social Affairs and USAID.
9. The interest being given to the program assures its completion.

II. EQUIPMENT AND MATERIALS NEEDED

The Basic Education supplies are those traditionally provided for the schools for the blind, including braille books. However, much more is needed. The need includes basic equipment and materials as well as the more specialized equipment needed in programs for the visually impaired.

	<u>Number</u>	<u>Cost per Unit</u>	<u>Total Costs</u>
1. Tape Recorders (Cassettes)-for the library	2	\$200	\$400
2. Tape Recorders (Cassettes) for the classroom	24	100	2,400
3. Musical Instruments			5,000
4. Typewriters (regular)	10	500	5,000
5. Exercise Bicycles	5	400	2,000
6. Running Machines	4	500	2,000
7. Record Players	24	170	4,080

8.	Library Materials	\$5,000
9.	Miscellaneous Materials to be selected by specialists	10,000
10.	Lighting- (to be provided by the Ministry of Education)	
11.	Closed Circuit Television	4,000

	SUB TOTAL:	\$39,880
		=====

III. TECHNICAL EQUIPMENT,

The Schools for the Blind/Visually Impaired have traditionally received better supplies and equipment than the other schools in Special Education. However, the equipment and materials are older, many time outmoded, limited and frequently not functioning properly. Therefore, one of the issues is that of replacement and the other is that of modernization. The following items are recommended:

1.	Installation of an Audio/Studio Library- A design is available and the dealer/installation company in Cairo is very familiar with the program and the multipurposes for which the studies will be used.	\$16,000
2.	Braille writers 100 \$150	15,000
3.	Slates and Stylus	
4.	Special Maps	2,400
5.	Walking training system with canes (laser canes)	25,000

¹See Appendix F--AIDS and Equipment for Visually-Impaired/Blind.

- 4.1 Curriculum Adjustments
- 4.2 Needs at various ages (developmental needs and individual needs)
- 4.3 Braille Training
- 4.4 Technological Advances in Working with the Visually-Impaired
- 4.5 Environmental Considerations
- 4.6 Mobility
- 4.7 Career Planning
- 4.8 Life Issues

The workshop should be conducted initially, and the Specialist (a special educator with experience in working with the Blind and the Visually-Impaired) should spend time in the School working with the teachers on an individual and small group basis. The equipment without the training will be minimally used.

V. ASSESSMENT AND DESCRIPTION OF THE REFURBISHMENT NEEDS

As the School is being renovated and refurbished technical advice should be available. The sizes of the classrooms, location of special services, lighting, color, and mobility aids should all be taken into consideration. The fact that much of the school is yet to be rehabilitated is a positive factor. However, the need for specialized assistance is immediate.

**Name of Schools: The Schools for the Mentally Retarded
(and Locations)**

1. The School for the Mentally Retarded in Shobra (Cairo)
2. The School for the Mentally Retarded (Alexandria)
3. The School for the Mentally Retarded (Assuit)

I. RATIONALE FOR SELECTION

1. Three Schools for the Mentally Retarded were chosen because it is considered important by the Joint Special Education Team to have Model Schools not only in the capital city, but in other cities as well.
2. Three schools for the mentally retarded were chosen also because these are the schools requiring the most assistance and require the most modernization.
3. The officials in the Ministry of Education requested that the Schools for the Mentally Retarded be selected in several locations. The assistance to these three schools will demonstrate a commitment to a disability area that has long been neglected.
4. It is believed that selection of three schools to receive USAID assistance will provide an opportunity to demonstrate the potential of persons who are mentally retarded through the use of an individualized developmental curriculum.

II. EQUIPMENT AND MATERIAL NEEDED

The needs in each of the three schools are extensive and similar. There are obviously varying degrees of equipment and material needs, but basically, the three schools need to develop a modern curriculum that is developmental. These schools should be closely allied with the Center for Special Education. Appropriate materials should be available and replenished on a regular basis.

1. The Schools for the Mentally Retarded in Shobra, Assuit and Alexandria (description and costs are for each school: the schools are similar in terms of general condition and size).

- 1.1 Curriculum Development

It is recommended that an appropriate curriculum be implemented. This will involve selection of an age appropriate curriculum from among many and the implementation of same through training by the Special Education Consultant. An amount should be allocated for the many materials that will be needed. For the basic classroom curriculum materials_____

\$30,000

(This curriculum development includes the cost for testing and consulting materials).

- 1.2 Speech and Language Development

One of the great needs is to develop a Speech and Language program. This will involve training by the specialist in speech and language development in the use of materials including audiometric, various experiential, dramatic and musical equipment. This would include the need for tape recorders, record players, musical instrument, puppet equipment and other similar items_____

\$15,000

- 1.3 Library and Resource Room

The School should have a library and resource room with various materials that are closely monitored by the Center for Special Education_____

\$10,000

- 1.4 Physical Education (Therapeutic Recreation)

Children with mental retardation need much physical activity, opportunities for the development of skills in various sports, exercises and competitive games. Equipment for use indoors as well as outdoors should be available for use in the therapeutic recreational program_____

\$15,000

1.5 Music

A program of Music for enjoyment as well as for the development of musical talents should form an integral part of the program. The program should be geared for all age and competence levels. This would include choral, instrumental, and music appreciation_____

\$10,000

1.6 Activities of daily living

Learning to live in the community, to become self-sufficient, to care for their own physical needs, to keep house, to prepare foods, to attend to ones sanitation and nutritional needs are all important for the person who is mentally retarded. The implementation of a self-help or activities of daily living program requires a health program, home economics, and other daily activities areas in the school_____

\$20,000

1.7 Prevocational Activities

The prevocational program should incorporate many of those areas that will lead to productive occupations and employment. These areas include art, weaving, sewing, carpentry, office skills training, general maintenance, horticulture, farming and general orientation to work_____

\$20,000

Cost for Materials and Equipment

There are many strategies to be considered that involve training for the staff. In a developmental curriculum the aforementioned constitute the basic areas for which materials and equipment will be needed.

III. NEED FOR TECHNICAL EQUIPMENT

The need for technical equipment is included in the costs for the general equipment and

materials.

IV. PLAN FOR STAFF TRAINING

Staff training is the very basic and initial consideration. As has been described in the training for the School for the Deaf and the school for the Blind it is essential that training be provided and should coincide with the implementation of the curriculum including the use of the materials and equipment. A workshop should be conducted initially. The workshop should include the following areas:

1. An understanding of mental retardation: its differences and causes.
2. Individual considerations in working with children who are mentally retarded.
3. Curriculum Considerations in a School for children with Mental Retardation.
4. The Importance of developing speech and language skills.
5. Learning to be self-sufficient.
6. Vocational Planning for the Mentally Retarded
7. An Introduction to Different Techniques for Teaching in Special Education.
8. Life Considerations.

V. ASSESSMENT AND DESCRIPTION OF REFURBISHMENT NEEDS

The needs in each of the three schools for the Mentally Retarded are similar. The schools basically need to be completely renovated, modernized and to some extent redesigned. Such consideration as learning areas, libraries, resource rooms, language development activities of daily living and pre-vocational training require study in each school.

It is recommended that for the Schools for the Mentally Retarded, the USAID assistance be available for each of the three schools for innovation/refurbishment in the amount of_____

	\$ 75,000
Equipment and materials	\$120,000
TOTAL:	\$195,000

For Three Schools:	\$585,000
--------------------	-----------

APPENDIX A

APPENDIX A

STATEMENT OF WORK UNITED STATES OF AMERICA AGENCY FOR INTERNATIONAL DEVELOPMENT

Country of Performance: Egypt

Indefinite Quantity Contract: PDC-1109--I-16-7119-00; Delivery Order No. 16

ARTICLE III STATEMENT OF WORK

The Contractor shall accomplish the following by providing two consultants.

In cooperation with the Undersecretary for Basic Education, two U.S. consultants shall partake in a joint U.S.-Egyptian Special Education team to do the following:

1. Assess current needs in special education of the blind, deaf and mentally retarded through a review of reports and discussions with appropriate officials, teachers and headmasters.
2. Visit 6-10 schools in a variety of governorate and recommend three-four schools for assistance, with a rationale for the recommendation.
3. Assess equipment and materials needed for the schools proposed and make specific recommendations for the upgrading of each school. Include price, source and level of sophistication for maintenance required for each item recommended (along with any additional information pertinent to the purchase, placement and maintenance of equipment.)
4. Design and cost out a training plan sufficient for teacher/staff training of each recommended item in each school. Define time requirements and level of effort required for training in each school.
5. Assess and describe in as much detail as possible refurbishment needs of the school proposed. The level of refurbishment required would be to bring the institutions up to normally accepted standards.
6. Propose a basic package for assistance that includes a strategy and rationale for USAID intervention. That includes recommendations for GOE and USAID areas of responsibility, expertise and cooperation.

APPENDIX B

APPENDIX B

Schools Visited in Egypt

<u>City & District</u>	<u>Disability (Handicap)</u>	<u>Section(s)¹</u>	<u>Student Body²</u>	<u>Teachers</u>	<u>Specialists³</u>
Cairo					
Heliopolis	Blind	Pri Prep Sec	154 F	56	3 sw n
Shobra	Partially-Sighted	Pri Prep Sec	137 MF	--	psy
Zeitoon	Blind	Pri Prep Sec	264 MF	78	4 psy 5 sw
		Boarding		--	--
Helwan	Hearing Impaired/Deaf	Pri Voc	180 MF	16	psy Parttime Dr.
		Boarding	60 M		4 attendants

¹K = Kindergarten; Pri = Primary; Prep = Preparatory; Sec = Secondary; Voc = Vocational

²M = Male; F = Female

³psy = psychologist; n = nurse; sw = social worker; Dr. = Doctor

<u>City & District</u>	<u>Disability (Handicap)</u>	<u>Section(s)</u>	<u>Student Body</u>	<u>Teachers</u>	<u>Specialists</u>
Shobra	Hearing Im- paired Deaf	Pri Voc	190 MF	50	3 psy 2 sw
Shobra	Mentally- Retarded	Pri Voc	149 MF	35	psy 2 n
Heliopolis	Mentally- Retarded	K Pri Rehabilitation	130 MF	16	n part time 3sw
Alexandria					
Muharam Bey (Ahmed Shawky)	Blind	Pri Prep Sec	140 F	70 50% Blind	psy 5 sw n
Muharam Bey	Mentally Retarded	K Pri Voc	200 MF	41	4 sw
Louran	Mentally Retarded	Voc	105 MF	25	2 sw psy, n

<u>City & District</u>	<u>Disability (Handicap)</u>	<u>Section(s)</u>	<u>Student Body</u>	<u>Teachers</u>	<u>Specialists</u>
Janaklees	Deaf	Pri Voc	280 M	66	9 sw
		Boarding	102 M		
Xadra	Deaf	Pri Prep	204 MF	33	4 sw
Tanta	Blind and Partially sighted	Pri- Boarding	55 MF	15	2 sw 3 n psy
		Mentally Re- tarded	K Pri Voc 79 MF		
Assuit	Blind and Deaf	Pri Prep	269 MF	47	sw
		Boarding	44 F		
	Mentally Re- tarded	K Pri Prep Voc	140 MF	25	sw
		Boarding	45		

APPENDIX C

Schools for the BlindNeeds for each school:

1. Thermal printer
2. Thermal "Braille" paper for printer (enough for 5 years)
3. Braille typewriters
4. Big recorders for fast recording for the audio-visual library
5. Globes with elevated surface
- 6.
7. Braille boards with pens (or pencils)
8. Braille boards with figures for accounting
9. Some games (chess, dominoes)

(These items could be obtained from the USA, Germany or England)

10. Exercise bicycle (with resistance)
11. Immobile running equipment (with resistance)
12. Accordion, Violin, records, speakers.

(these items could be obtained locally).

This equipment is needed for all 14 schools for the blind throughout the following governorates: Cairo (3), Alexandria (2), Ismailia, Sharkiya, Gharbeya, Menoufia, Guiza, Fayoum, Beni Suef, Assiut, Sohag.

Schools for the Deaf

Needs for each school:

1. Audio system with 25 earphones.
2. Audio speech training system with 4 earphones.
3. Hand-held device to determine the extent of hearing loss.
4. Tuning fork.

Audio-visual aids

1. Projector
2. Color TV 20"
3. 3-system video

Equipment for vocational training

1. Sewing machine (6 functions)
2. Sewing machine (overlock)
3. Multi-purpose sewing machine
4. Knitting machine
5. Carpentry machine and tools
6. Engraving and decoration tools
7. Electrical equipment

Individual equipment

1. 25 earphones for each school
2. Stringed musical instruments
3. Rhythmic musical instruments
4. Electrical musical instruments

This equipment is needed for all 30 schools for the deaf in all 30 governorates.

Schools for the Mentally-retarded

<u>Governorate</u>	<u>School</u>	<u>Needs</u>
Cairo	El Wehda El Arabeya	Organ (medium size), small accordion television
	Fatma El Zaharaa	Organ (medium), accordion, gymnastic equipment to strengthen muscles
	El Fardous	Sewing machine, Bennette Tests & MMP, gymnastic equipment to strengthen hands and legs
	El Sabteya	Sewing machine, knitting machine, Bennet tests.
	El Mazalat	Gymnastic equipment to strengthen legs and hands, standing bicycle
	El Manyal	(Wexler Test), gym equipment, TV
	Dar El Salam	TV, gym equipment, tests (character and brightness)
Kaliobeya	Banha School	T.V., sewing machine, Wexler test, MMP
	El Kanater El Khaireya	T.V. Xylophone, sewing machine, organ (medium) weaving machine (for rugs).
Dakahelya	Mansoura	Sewing machine, knitting machine, TV.
Sharkeya	Zagazig	Knitting machine, Wexler test, MMP, standing bicycle
	Menya El Kamh	T.V., organ (medium), accordion, Bennet test, MMP, sewing machine.
Ismailia	Ismailia	Knitting machine, sewing machine, gym. equipment
Suez	Suez	Sewing machine, knitting machine, individual earphones, Bennet test, MMP
Port Said	Port Said	Knitting machine, sewing machine, standing bicycle, gym equipment.
Damietta	Damietta school	Knitting machine, sewing machine.

	Farascour school	Knitting machine, sewing machine, TV.
Marsa Matrouh	Marsa Matrouh	" " " " "
Alexandria	Ahmed Shawky school Louran school	Individual earphones, Bennet test, MMP Xylophone, organ (medium), gym equip.
Gharbeya	Tanta school	Organ (medium), accordion, gym equip., individual earphones.
Beheira	Damanhour school	Individual earphones, Wexler test, MMP
Kafr El Sheikh	Kafr El Sheikh	Organ (medium), xylophone, gym equip.
	Desouk	Individual earphones, Wexler test, MMP.
Menoufia	Shebin El Kom school	Sewing machine, organ (medium), Stanford tests, MMP.
Fayoum	Fayoum school	T.V., knitting machine, sewing machine, individual earphones
Guiza	El Nagah school	Knitting machine, sewing machine, weaving machine for drugs.
	Imbaba school	Knitting machine, standing bicycle, organ, xylophone.
	Dokki school	Sewing machine, organ, gym equip.
Beni Suef	Beni Suef	Standing bicycle, gym. equip.
Minya	Minya school	Stanford & Bennet tests, organ.
	Malawy	T.V., sewing machine, knitting machine, Bennet tests, gym. equip.
Assiut	Assiut school	Knitting machine, sewing machine, Bennet tests, and MMP.
Souhag	Souhag school	Sewing machine, knitting machine, gym. equip.
	Guirga school	T.V., weaving machine for rugs, organ, accordion, Bennet tests and MMP.
	Tahta	Knitting machine, sewing machine, Bennet and Stanford tests.

Qena	23rd of July school	Multi-purpose carpentry equipment, Bennet tests and MPP.
	Naga Hammadi	T.V., knitting machine
	Luxor school	Organ, accordion, Stanford tests.
Aswan	Aswan school	Knitting machine, gym. equipment, tests.
	Edfo school	T.V., individual earphones, sewing machines, organ, gym. equipment.

APPENDIX D

CRITICAL ISSUES IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS¹

Factors to Consider in Working With Children With Deafness and Hearing Impairments

1. The most important thing to remember about children with hearing impairments is that they are like everyone else except they cannot hear. They are usually normal and deserve the opportunities that everyone else has in society.
2. There are a number of issues to be addressed in structuring a program for children with hearing impairments.
 - (1) **Audiological testing:**
It is important to do a comprehensive audiological and medical examination. This will be the basic for determining the educational instruction. The audiological test can determine the type of training needed and whether or not a hearing aid or amplifiers are needed (will be beneficial).
 - (2) Early education and parent training programs are most effective. Sign language is frequently taught at preschool age.
 - (3) Elementary education should include the usual school subjects. A particularly effective reading series has been developed by Quigley and King:
Reading Milestones.
 - (4) The traditional secondary program is recommended but with supplementary instruction including continued speech and language instruction.
 - (5) Vocational training- Deaf children can assume most if not all vocations and deserve the same opportunities as people who have normal hearing. They can succeed in the same range of vocations as do hearing persons.

¹Kirk, S.A. and Gallagher, J.J.: Educating Exceptional Children. Boston: Houghton Mifflin Co., 1989; ²Mercer, C.D. and Mercer, A.R.: Teaching Students With Learning Problems. Columbus: Charles A. Merrill Co., 1981; ³The authors' experiences.

(6) Communication Methods

There are a number of methods used. The methods include Oral-Aural, Manual, Auditory, cued speech, and total communication. Today many schools use each of the approaches including the total communication approach. Finger spelling is also commonly used.

(7) Technology-

- a. Most commonly used is the hearing aid--the electronic hearing aid.
- b. Computers--the computer is used extensively in deaf education. It can be used independently allowing students to take responsibility for their own learning, and has been found to increase academic skills generally. It also has many other advantages such as games played with the computers.
- c. Teletypewriter and printer (TTY)--communication is accomplished through a typewriter, which transforms typed messages into electrical signals and then retranslates them into a phone receiver.
- d. Film and Captioned Television- Many films and television programs are captioned for the deaf. They form an integral part of a library for deaf children.

CRITICAL ISSUES IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS²

Critical Issues to Consider in Working with Children who are Blind or Partially Sighted

1. About ten percent of all children in school have a visual impairment. Most of these impairments are fully corrected with glasses. However, a number (one in one thousand) cannot be correct. These are the children for whom a special program should be developed.
2. It is important to recognize the different needs of children who are visually impaired and those who are blind.
3. There are a number of characteristics to be considered in working with children who are blind:
 - (1) Blindness affects the total development of a person for it interferes with one's life experiences.
 - (2) Although studies differ, other senses sometimes assume roles that are different (the need changer)--However, it is unlikely that other senses compensate for sight loss.
 - (3) Visually impaired persons have the same needs, desires and range of intelligence as do others in society.
 - (4) It is important to develop the child with visual impairments to the fullest extent possible. Early childhood education is very important. The family should also be involved.
 - (5) The visually impaired child should have an opportunity to learn and play with other children.
4. A modified but comprehensive curriculum is essential, with emphasis on living skills, concreteness and communication.
5. Braille is the basic skill to be taught to children who are blind.
6. Mobility is a basis in any education program; immobility is out of the basic obstacles for blind people.
7. Many technological advances have been made. Most are still expensive but are becoming more available and consequently less costly.

CRITICAL ISSUES IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS⁹

Factors to consider in Working With Children Who are Mentally Retarded

There are various issues that should influence programming for persons with mental retardation:

1. The term mental retardation itself has many meanings. There is a wide range of disabilities that are classified as mental retardation.

Mild Mental Retardation- these children can develop in academic areas, socially to the extent that they may live and function independently and vocational in the respect that most can work in a wide variety of vocations.

Moderate Mental Retardation- these children can become socially responsible, learn the elementary (basic) academic skills and learn some vocational skills. Increasingly, those who fall in this moderate range of retardation are becoming integrated contributing members of society. Although they may need some supports they should be allowed to take their places in the family and the community.

Severe and Profound Mental Retardation. Many of these children have multiple problems and need a variety of supports. Increasingly, they are living in communities and work in sheltered employment situation. They benefit from a functional age-appropriate educational program. They should have the opportunity to live in a community (or in the family) and have a full day's program that includes vocational social, recreational and integrated opportunities.

2. Education Programming for children with mental retardation should range from a program that is not unlike that for the basic educational program to one that allows for individualized instruction and special therapies (physical, speech, and psychological) as indicated. There should be a differentiation in programming for the mild, the moderate, the severe or the multiply-handicapped. There are many excellent programs and aids (material) that have been developed for these youngsters.
3. Early education has grown to be most effective with children who have delayed development. An early education program should include parent training and counseling.
4. Children with mental retardation have difficulty in processing information in language development and frequently in physical and motor abilities.
5. The educational program should provide many opportunities for success and role models. It is important to instill confidence in the student.

6. Testing- A battery of tasks including adaptive behavior and intelligence tests, physical examinations, speech and hearing tests and family history are all important for the child who is mentally retarded.
7. Appropriate Placement- It is important to recognize that there is a wide range of abilities in mental retardation. Groupings should be carefully selected and be age as well as level appropriate.
8. Learning Problems- A significant percentage of children with mental retardation have specific learning problems. These should be adequately diagnosed and special educational programs, which may include individualized techniques, should be used in the classroom.

APPENDIX E 1

THE HANDICAPPED IN BASIC EDUCATION

I. EXECUTIVE SUMMARY

OBJECTIVES

The objectives of Basic Education, work order no. 7, (see Appendix A) the handicapped in Basic Education were to assess present testing evaluation, placement and counseling techniques needed with handicapped children at the Basic Education level in Egypt; to evaluate presently used systems, different services and tools and suggest possible improvements and/or additions; to develop prototypes of appropriate additional tools; to train staff and personnel on the appropriate use of said tools, and to study possibilities of providing modern equipment to enhance the educational and rehabilitation processes for the handicapped.

Procedures

A team of consultants was appointed by the Ministry of Education consisting of 5 national and 2 foreign (USA) experts. The team undertook a plan of action for the stated objectives that included in depth work sessions as a team, interviews with officials including Mrs. Mubarak, the wife of the President and officials of the Ministry of Education; visits to schools and classes for the handicapped (the blind, the deaf and the mentally retarded), observations of classroom procedures, interviews with supervisors, principals, teachers, social workers, psychologists and students, a review of the Basic Education curriculum used in special education, discussions with other officials and parents and finally the design and implementation of a workshop for 30 teachers, supervisors, psychologists and social workers with joint and parallel sessions.

Findings

1. The Ministry of Education has a good but limited foundation program in basic education authorized by ministerial decree No. 156 of 24/9/1969 concerning the organizational regulation of the special education schools and classes. This was evident after reviewing all of the data collected through visits and observations of the schools and special classes. It was clear that many different concepts had been tried in the program, while the variety may be considered a normal phenomena, a comprehensive policy with objectives and priorities has not been formulated. The Ministry of Education was supportive of the project team at all times. It is evident that the ministry is anxious to improve services in special education.
2. It should be noted that only 3 categories of disabilities are established for special education services which are the blind, the deaf and the mildly mentally retarded. There are many other types of disabilities which need special education such as autistic children, the emotionally disturbed language disorders, the more severely mentally retarded and the cerebral palsied. It was also noted that many disabled children with chronic conditions such as heart disorders, asthma, and severe poliomyelitis are in need of special education in the normal schools.
3. It was apparent that the Ministry of Education does not have a program for early detection of disabilities and a program in early intervention does not exist.
4. Many special services and training programs are not available. Appropriate strategies were missing and community based services are either missing or inadequate.
5. A community based program in special education is now essential. Such a program would serve as an umbrella for a comprehensive total program for early detection and early intervention. It would constitute a cost effective approach to services.

aids. The available materials are mostly those used in the regular basic education program. A library of teaching materials and visual aids is completely lacking.

7. The diagnostic/assessment of children for special education is performed by Ministry of Public Health clinic staff. Those persons do not have expertise in modern diagnostic techniques. The referral to the special classes does not include a coordinated plan or provision follow-up. Furthermore psychologists working in the schools are frustrated by their roles in that they are restricted from conducting formal psychological assessments and lack clearly defined and relevant psychological responsibilities.
8. Current teacher preparation for special education is limited in terms of knowledge and skills and needs to be completely revised updated and upgraded with a minimal qualification of a university preparatory program in special education.
9. The training of psychologists and social workers is inadequate. A basic corps of psychologists and social workers should be given highly specialized training to assume leadership in upgrading the special education program.

Recommendations

The recommendations are based on the findings and conclusions made by the team of experts. These recommendations, based on time frames ranging from one month to three years are made with the belief that their implementation should result in a modern and comprehensive system of services meeting the needs of children coming to the Ministry of Education with various handicaps.

1. A comprehensive policy for special education should be formulated by the Ministry of Education. With the assistance of the team of consultants the policy statement could be prepared for adoption immediately.

2. A permanent Board of Advisors in special education should be appointed. The board of experts should be inter-ministerial and include concerned citizens at large as well. It is recommended that the present team of consultants form the nucleus for the board of advisors and that 3 or possibly 4 persons from the community at large be added in the future.
3. The categories of children with handicaps should be expanded to include programs for children with unserved and underserved needs. A plan for the orderly expansion of these services should be developed by the board of advisors and the foreign consultants working with officials from the Ministry of Education.
4. Four regional resource centers should be developed for special education services. These centers should be equipped with modern resources and equipment and affiliated (although operated independently) with a university training program. The centers should be designed, equipped and implemented by the US consultants and the Board of Advisors. The centers should be initiated in the 4 regions successively.
5. Leadership personnel in special education for the Ministry of Education and those in the university training programs should be given the opportunity to expand and strengthen their qualifications. It is recommended that a plan be adopted for 3 professional and 3 pre-professional training opportunities in the United States over a period of five years. The professional opportunities would be for one year each of leadership training where as the pre-professional opportunities would be for 3 years each of university degree study. The university based leaders will assume key roles in the development of training programs described in recommendations No. 7, 8 and 9. The Ministry of Education leaders would be expected to assume key roles in the ministry in special education.
6. A major conference on education of children with handicaps should be planned and conducted in late 1987. It is recommended that this conference be assigned as responsibility of the board of advisors and the

foreign consultants. The recommendations will enhance the knowledge and skill of special education personnel in Egypt. It will be a signal that the Ministry of Education is committed to the implementation of a progressive program in special education for Egypt's children with handicaps.

7. It is recommended that a plan be formulated and implemented for training at the university level of special education teachers. One or more universities should be designated for the comprehensive practicum based program in special education.
8. It is also recommended that a plan be formulated and implemented for the updating and training of school psychologists in one or more universities. The university based training should be a comprehensive practicum based program.
9. In keeping with the recommendations to upgrade the skills of school psychologists through inservice or pre-service training, it is recommended that the Ministry of Education revise its regulation (article 13, ministerial design No. 156) to permit school psychologists to assume broader professional responsibilities in the schools including formal testing.
10. It is further recommended that a plan be developed and implemented for the updating and formalization of a university based training program of social workers; for special education/rehabilitation program. One or more universities should be designated for the programs in the training of social workers.
11. It is recommended that a plan be developed for the review, selection, and translation of appropriate resource materials for distribution to special education and allied professionals. The resource centers are a logical base for the implementation of these activities.
12. A comprehensive review of existing curricula materials and the modification and/or development of materials which are developmentally and culturally appropriate for special education problems in Egypt is recommended.

13. It is recommended that the modification and development of psychological measures which are culturally relevant, psychometrically sound and cover a wide age range be initiated for diagnostic and prescriptive use in educational and habilitative settings. This step should take into consideration complementary efforts in standardization of the WISER and the Stanford-binet at the National Center for sociological and criminological research.
14. The modification and development of measures for academic achievement for Basic Education which are culturally relevant and psychometrically sound is recommended.
15. It is recommended that a comprehensive approach for children with handicaps based on early identification/intervention and inter-agency coordination of public and private services be developed and implemented. The plan should be for a wide age range (pre-school through adolescence).

II- METHODOLOGY

The first step taken on Work Order No. 7 was the appointment of five local consultants Drs. Hamza, El-Banna, Mansour and Kandil and two foreign consultants, Drs. York and Simeonsson. These consultants constituted the team that collaboratively carried out activities to address the specified objectives of Work Order No. 7. These activities are reviewed in chronological sequence encompassing the following elements: needs assessment; preliminary analysis and planning; conducting workshops; and preparation of the final report.

Needs Assessment

The needs assessment phase of the work order was begun by the preparation of position papers by the local consultants. These position papers were based on document analysis, survey methodology and field visits and designed to summarize the status of special education needs and services in special education in Egypt at the present time. Four specific reports were prepared in this regard dealing with the following topics (a) statistics on the disability problem

and services in Egypt, (b) special education programs in schools, (c) psychological services in special education and (d) teacher training and preparation. These position papers are presented in appendices B and C. A second phase of needs assessment was field visits by the foreign consultants after their arrival in Egypt in February 1986. Field visits were made to special classes, special schools, clinics and residential schools serving mentally retarded, visually impaired or hearing impaired students. A list of the field visit sites is presented in Appendix D.

A third aspect of the needs assessment involved interviews with administrators and officials of the Ministry of Education. Key interviews were held with Mr. Mohamed Kamal Mansour, First Undersecretary for Education, Mr. Sobhi Atallah, Undersecretary for Secondary Education and Mrs. Nazira Hassan, Director General for Special Education.

Preliminary analysis and planning

During the first visit of the foreign consultants in February 1986, a number of team meetings were held involving all consultants of work order No. 7. The primary purpose of these meetings was to review and summarize the information collected during the needs assessment phase of the project. This was accomplished and resulted in the derivation of a number of initial recommendations in early March. These recommendations formed the basis for the final set of recommendations of this work order as stated in the next section of this report.

A secondary purpose of this preliminary analysis and planning stage was to develop plans for workshops to be held for a selected number of teachers, psychologists and social workers on current issues and procedures in special education. Outlines were developed for these workshop and tentative schedules were established for their conductance during the second visit of the foreign consultants to Egypt.

~~III~~ Workshops

Detailed planning and scheduling of the workshops took place during the interval between March 1986 and November 1986 by the local as well as foreign consultants. On the basis of

original plans it was decided that two parallel, but overlapping, workshops of approximately two weeks would be held as one of the primary objectives of the workshop was to promote a team concept among teachers, psychologists and social workers. It was felt important that a significant part of the learning experience should be joint in nature. The topics for the workshops were selected to encompass the broad issues of understanding, assessing, and working with the handicapped child. The following issues constituted the topical outline for the workshops: (a) the history philosophy and status of special education in Egypt (b) characteristics of special children (c) the team concept in special education (d) assessment (e) family involvement (f) observational and interview methods (g) integration of information (h) development of the individualized educational plan (i) development of instructional programs and (j) evaluation of child progress.

The workshops were planned for the period December 6 through December 17. Each day was divided into 3 sessions of 1½ hours of learning activities. Specific objectives were developed for each of the content based sessions and are presented in Appendix E.

These objectives and other instructional materials were prepared beforehand and provided to each participant in a permanent folder. The schedules for the parallel workshops sessions are shown in Table 1.

In addition to the permanent folders provided to the participants a variety of other materials were presented to the participants in terms of handouts. Two field trips were made to model programs in the Cairo area, the Amal School for the deaf, the mental development center at Matereya and the school for the blind at Zeytoun.

The workshops were conducted in a manner which encouraged on going exchange of information between participants and workshop leaders. Furthermore, an evaluation form was developed whereby the participants provided feedback on a daily basis regarding the content and applicability of the areas of interest and/or concern. A copy of the daily evaluation form is also presented in Appendix E.

Preparation of the final report

The initial recommendations in response to the objectives for work order No. 7 were developed in March 1986 at the end of the first visit of the foreign consultants. These recom-

Finding : The Need to Enhance the Knowledge and Skills of Special Education Teachers and Allied Professionals.

Both during the visits to the schools and during the workshops the need for information, for sharing of ideas, for demonstration, for observation, for lectures and for materials and methods were expressed by the supervisors, teachers, psychologists and social workers. Few opportunities, it any, exist for attending conferences, workshops and in-service type training programs. The participants in the workshops have repeatedly asked for more opportunities. This is a major need and is documented by the limitations of current training experiences of leaders and psychologists and social workers (Appendices C & F).

Recommendation 6

It is recommended that a program be established to provide opportunities for special education in-service training. A program is recommended to be established on a continuing basis by the Board of Experts, the Ministry of Education and the foreign consultants.

For the first step in this direction it is recommended that a major conference be held in November 1987 to include specialists from the United States and Europe with Egyptian experts. The congress would include participants from all parts of Egypt and a limited number of invitations could be extended to professionals from the Gulf region countries. It is recommended that the Board of Advisors and the foreign consultants assume responsibility for planning and implementing the conference in conjunction with the Ministry of Education.

Finding : The need for a University Based Training Program for Special Education Teachers

Based on the findings in every aspect of the project a need was identified to upgrade the training of special education teachers. (See Appendix C & F) the present one year program is totally inadequate. It is not only lacks the designation of a university degree program but its content lacks comprehensiveness and the depth and breadth of information essential for effective teaching for teachers of the handicapped.

It is recommended that a university (or universities) be designated to develop a comprehensive practicum based training program for the pre-service training of Special Education teachers.

It is further recommended that the responsibility for working with the university (ies) be assigned to the Board of Advisors, the foreign consultants and designated Ministry of Education officials.

Finding : The Need to Update and Formalize the Training of School Psychologists

Based on the findings of the team of local and foreign consultants the school psychologists assigned to the specialized schools and classes for special education appear not to have a clearly defined role. They are inadequately trained for the important positions to which they are assigned. As in the situation with the special education teachers these dedicated persons are frequently frustrated over the status of their positions and their poorly defined roles. A major problem is that these psychologists are presented by ministerial decree (No. 156 article 13) from carrying out assessment/testing in the schools. This severely limits the professional contribution they can make to the total school based program for handicapped children. A further problem is that the psychologists are supervised by non-psychologists.

Recommendation 8

It is recommended that the Ministry of Education develop a program at the university level for the training of school psychologists. Their training should be university based, comprehensive, and practicum based. One or more universities should be designated for developing programs to train school psychologists. It is recommended that the responsibility for the development of the university based program be assigned to the Special Education Board of Advisors, the foreign consultants and designated officials from the Ministry of Education. In keeping with this upgrading of skills through inservice and university training it is recommended that school psychologists have the same rights and responsibilities for assessment, testing

and intervention as psychologists in health and rehabilitation settings. Furthermore it is recommended that supervisors of psychologists in the Ministry of Education should be psychologists themselves to insure adequate professional supervision.

Finding : The Need to Update and Formalize the Training of Social Workers for Special Education of the Handicapped and Rehabilitation.

The findings of the team of consultants relative to the role of the social workers reflected the same concerns/issues as those for the special education teachers and the psychologists. The social workers frequently find their roles to be ill-defined. They do not appear to function in the most effective manner. They are not appropriately trained for their positions as social workers. In fact some have training in sociology rather than social work. Their work is frequently not coordinated with the special education teacher and the psychologist. Their training lacks comprehensiveness.

Recommendation 9

It is recommended that the Ministry of Education authorize the development of a university based comprehensive practicum based training programs for social workers at one or more universities. It is also recommended that when possible the training programs for the social workers, the psychologists and the special education teachers take place at the same universities and involve joint training opportunities. The initial preparation of the leadership personnel should take place at the university of North Carolina, Chapel Hill, North Carolina.(See Recommendation # 5).

Finding : The Need for Materials for the Instruction and Management of Handicapped Children in Special Education.

The findings of the team of consultants reflected the need for materials to be used in the instruction and management of children in the schools and classes for special education. These materials must be specially designed for Special Education and should not be those materials used throughout Basic Education. The lack of adequate and appropriate

materials as a concern was not only observed by the consultants but was expressed many times by the teachers and other special education personnel. Many times the materials being used were outdated, and not developmentally sequenced.

Recommendation 10

In order to formalize a comprehensive policy of special education services for handicapped children on a nationwide basis, it is recommended that the Ministry of Education adopt a policy in coordination with A.I.D. in which all future rural schools built by A.I.D. set aside one-room per school for special education services. These rooms should be developed as resource rooms rather than self-contained units in order (1) to serve the variety of handicapping conditions likely to be encountered and (2) to support services which are integrative rather than self-contained in nature.

Findings: A review of special education services provided by the Ministry of Education (MOE) reveals that most are concentrated in the major metropolitan areas (Appendix B & C). Special education services are essentially non-existent in the rural areas of Egypt, reflective of the larger fact that educational services, in general, are limited outside urban areas. The need for rural schools has been adopted as a priority by U.S.A.I.D. as part of their basic education program, and more than 300 rural schools have been built since this program began. The construction of such rural schools provides a unique opportunity to simultaneously expand a comprehensive policy for special education services on a nationwide basis. In keeping with the existing commitment of MOE for special education services (Ministerial Decree No. 156 of 1969) as well as the recommendation of a comprehensive special education policy as stated in this report, it is recommended that in the future construction of rural schools, a policy be established in which one room is set aside in each school for special education services. In light of the fact that the number and types of handicapped children may vary considerably from one locale to another, the special education classroom should be developed as a resource center rather than as a self-contained classroom. As a resource center, it could provide services to children with varying handicapping conditions (e.g., mentally retarded, visually impaired, hearing impaired) and emphasize

the provision of supportive services rather than self-contained services. A resource room center would allow for flexibility of services as the needs of a particular area change. Adoption of a policy of setting aside one room for each new school throughout the country would constitute a formal recognition of MOE's commitment to serve handicapped children throughout Egypt. Adoption of this policy would serve to assure the provision of special education services proportional to the development of basic education in the coming years.

Recommendation 11

It is recommended that materials be made available for the instruction and management of children in the special education program. These materials should be carefully reviewed, selected and translated along with other appropriate resource materials for distribution to special education teachers and other professionals working with the special education programs.

It is recommended that the Board of Advisors and the foreign consultants working with subcontractors be assigned this responsibility. A logical base for the centralization distribution and translation of the materials is the resource center (recommendation 4).

Finding : The Need for a Curriculum Designed for the Special Education of the Handicapped.

Based on the findings of the team of consultants it is evident that a specially designed curriculum for special education of handicapped is not available. The basic education curriculum that is used in special education is identical to that used in all of basic education. It does not take into consideration the specialized needs of children with handicaps nor is it developmentally appropriate. It (the curriculum now used) extremely limits the extent to which a child in special education can be educated. Findings based on observations and interviews indicate the need for a special curriculum for the handicapped.

It is recommended that a special curriculum be designed for the Ministry of Education to use in the special education of the handicapped. It is further recommended that there be a review of the existing materials and that a curriculum be developed with materials that are developmentally and culturally appropriate. It is recommended that the Board of Advisors and the foreign consultants work with the Ministry of education and other foreign specialists in the development of these materials. As the Resource Centers are developed the continuous review and updating of the curriculum materials would be based in the center.

Finding : The Need to Develop Appropriate Psychological Measures for Diagnostic and Prescriptive Uses

The procedures used for screening children for special education by the clinics are totally inadequate. Outmoded testing measures are used that are inappropriate and not culturally relevant. The same tests have been used for many years. Once the child has been diagnosed and referred for special education there is no coordination or follow-up with the authorities. Communications between the school personnel and the clinic personnel is inadequate. The tests that are administered are not interpreted in a conference by the clinic personnel. (See Appendix C)

Recommendation 13

Based on the review by the team of consultants it is recommended that psychological measures be adopted that are culturally relevant, psychometrically sound and cover a wide age range. It is recommended that there be a review, selection, modification and/or development of measures that are appropriate for diagnostic and prescriptive use in educational and habilitation settings. These measures should be used throughout Egypt.

It is recommended that the work be assigned by the Ministry of Education to the Board of Advisors working with a team from the University of North Carolina. These efforts should be coordinated with other efforts regarding the standardization of tests planned by the National Center for Sociological and Criminological Research in Cairo.

Finding : The Need for the Development of Measures for Academic Achievement

The review by the team of consultants revealed that there does not exist appropriate measures of academic achievement. The implementation of individualized, developmental instruction will necessitate the adoption of measures that are culturally relevant and psychometrically sound. The need for such measures was apparent throughout the visits and the interviews.

Recommendation 14

It is recommended that there be a review, selection, modification and/or development of measures for academic achievement appropriate to document academic status in major areas. This effort should be coordinated with that proposal for psychological measures in Recommendation # 12.

Finding : The need for a comprehensive approach to handicapped children based on early identification, early intervention and inter agency coordination of public and private service.

In the review by the team of consultants it was apparent that there was not a comprehensive approach to handicapped children between the National Institute of Educational Research, the Ministry of Education and the Ministry of Social Affairs based on early identification and early intervention. The work with early intervention involves and should involve coordination and cooperation with public and private agencies. This is a major "gap" in the service delivery system of the Ministry of Education and should be implemented.

Recommendation 15

It is recommended that a comprehensive model of service delivery to handicapped children from pre-school through adolescence be developed. It is further recommended that a team of experts from the Board of Advisors, the Ministry of Education, Ministry of Social Affairs, other public and private agency representatives develop this project through cooperative efforts with the foreign consultants.

Findings: The objectives, activities and recommendations of Work Order No. 7 represent a significant effort to upgrade and expand the foundation program in special education in the MOE. Given the scope and developmental nature of this effort, it is important to document the implementation of the effort and its impact on educational services for handicapped children in Egypt. To this end a two part evaluation project is needed to yield formative and summative evidence. The formative evaluation would primarily take the form of systematic documentation of the extent to which the recommendations have been implemented. The evidence in this case would be a chronology of the actions resulting from implementing the recommendations and an analysis of the extent to which the intent of the recommendations have been met. The summative evaluation, on the other hand, would deal with an analysis of the impact and effectiveness of special education services attributable to the policy and practice recommendations of Work Order No. 7. Representative questions to be considered in this regard are:

- (1) Has the quantity and quality of special education services increased?
- (2) Has academic progress of handicapped children been enhanced with the adoption of the IEP?
- (3) Has academic achievement of handicapped children increased as a function of improved curriculum materials?

Recommendation 16

Implementation of the summative phase of the evaluation plan would require a long-range plan to be initiated in 1987 and implemented over a period of at least 3 years to document impact on a systematic basis.

CONCLUSION

In conclusion, the recommendations when implemented will result in a program of special education for the handicapped at the Ministry of Education, that will be modern and comprehensive in every respect. The recommendations are

both realistic and urgent in the sense of development. The local and foreign consultants are eager to proceed in working with the Ministry of Education.

STRATEGIC PLAN

A strategic plan for the implementation of work order No. 7 is proposed in the following Table.

STRATEGIC PLANNING FOR LONG RANGE RECOMMENDATIONS OF WORK ORDER #7

RECOMMENDATION	STRATEGY	RESPONSIBLE PARTY	TIME
1) Formulation of comprehensive policy in Special Education (S.E.) by Ministry of Education (M.O.E.).	Prepare document summarizing purpose and scope of S.E. services for M.O.E. to adopt as policy.	Consultant Team/M.O.E.	January
2) Establish advisory board to M.O.E.	Identify/nominate individuals to serve on advisory board with inter-agency and community representation.	Consultant Team	January
3) Expansion of categories of handicaps eligible for S.E. services.	Prepare document summarizing rationale for expansion of categories eligible for S.E. services for M.O.E. to adopt as policy.	Advisory board for S.E. and handicapped children/ U.S. consultants	March
4) Establish four regional resource centers for S.E. services with up-to-date resources and equipment and affiliated with university training program.	Develop plan to design, equip, and implement resource centers in 4 regions successively.	Advisory board/M.O.E./ U.S. consultants	Dec. 1 Jan. 1 Dec 1
5) Upgrade Egyptian leadership personnel in S.E. for M.O.E. and university roles.	Develop plan for 3 professional and 3 pre-professional training experiences in U.S. for each of 3 years.	Advisory board/ M.O.E.	July
6) Enhance knowledge and skills of S.E. teachers and allied professionals.	Plan and conduct major conference on education of exceptional children.	Advisory board/M.O.E.	July
7) Updating and formalization of university-based training of S.E. teachers.	Plan and implement a university-based, comprehensive, practicum-based training program for Special Education teachers at one or more universities.	Advisory board/M.O.E. foreign consultants	Plan, Imple. 1988
8) Updating and formalization of university-based training of school psychologists.	Plan and implement a university-based, comprehensive, practicum-based training program for school psychologists at one or more universities.	Advisory board/ M.O.E./ foreign consultants	Plan, Imple. 1988

RECOMMENDATION	STRATEGY	RESPONSIBLE PARTY	TIME
9) Updating and formalization of university-training program of social workers in Special Education/rehabilitation.	Plan and implement a university-based, comprehensive, practicum-based training program for social workers at one or more universities.	Advisory board/M.O.E./ foreign consultants	Plan, Imple
10) Adopt policy jointly between M.O.E. and A.I.D. to set aside one room for Special education for each new school built by A.I.D..	Develop and implement plan to set aside one special education resource room for each new school built by A.I.D.	Advisory board/M.O.E./ A.I.D./ foreign	March
11) Expanding availability of printed materials for instruction and management of exceptional children.	Review, select, and translate appropriate resource materials for distribution to S.E. teachers and allied professionals.	Advisory board/M.O.E. foreign consultants/ subcontractors.	Dec. 1
12) Curriculum development for Special Education problems in Egypt.	Review of existing curricular materials and modification or development of materials which are developmentally and culturally appropriate.	Advisory board/M.O.E./ foreign consultants/ subcontractors.	July 1
13) Modify and/or develop measures which are culturally relevant, psychometrically sound and cover a wide age range.	Review, select, modify and/or develop measures appropriate for diagnostic and prescriptive use in educational and habilitative settings.	Advisory board/M.O.E./ Egyptian U.S. university project.	July 1
14) Modify and/or develop measures of academic achievement for Basic Education which are culturally relevant and psychometrically sound.	Review, select, modify and/or develop measures of academic achievement appropriate to document academic status in major areas.	Advisory board/M.O.E./ Egyptian U.S. university project.	July 1
15) Develop and implement a comprehensive approach to exceptional children based on early identification/intervention and interagency coordination of public and private services.	Plan and implement a comprehensive model of service delivery to exceptional children from pre-school through adolescence.	Advisory board/M.O.E./ private agency representatives.	July 1
16) Develop and implement a comprehensive evaluation plan to document impact of recommendations on special education programs in M.O.E..	Develop a collaborative mechanism between M.O.E. and Egyptian and foreign consultants to develop and carry on a comprehensive evaluation of special education services in M.O.E..	Advisory board/M.O.E./ local and foreign consultants	July 1 July 1

APPENDIX E 2

THE EDUCATIONAL PROGRAM IN SCHOOLS OF SPECIAL
EDUCATION AT THE BASIC EDUCATION LEVEL IN EGYPT

INTRODUCTION

- 1- The need to carry out an analysis and evaluation of the existing systems of education for the handicapped children in schools of special education in Egypt is widely recognized. This may help producing a comprehensive rehabilitation affecting the maximum rehabilitation potentials for thousands of handicapped children in this country.

- 2- Historically, two stages in the development of attitudes toward the handicapped child and adult can be determined : The first was one of the pity and protection. Caring handicapped is well-established in Islam, which indentified sources, costs, and arrangements for education and protecting the handicapped persons, providing work and social welfare for them. The second and current stage is marked by acceptance of the handicapped person and caring him for a possible degree of integration into society.
During the past three decades, there has been an abvious growting concern of the handicapped persons in Egypt, which was accompanied by tremendous changes in society's attitudes toward its handicapped members and services offered for them.

RESULTING LEGISLATION

- 3- Current legislation for the handicapped in Egypt accepts this latter position and recognizes the rights of the handicapped. Many branches of the Egyptian government - executive, judicial and legislative - have supported the worth of caring, education, rehabilitation, and personal, social adjustment for the handicapped citizens. Concerning this growing interest in and demand for increased services for handicapped children, the Egyptian government have played a major role in responding to this interest and demands, especially through ministries of Education, Health and Social Affairs.

Certain support came with the passage of the Ministerial Decision of the Ministry of Education No 156 dated 24/9/1969 of schools and classes of special education.

- 4- According to this decision, article No 1 defines the handicapped pupils, their categories, and the objectives of schools and classes of special education as follows: "The handicapped pupils are those who have sensory, mental, or physical impairments, and cannot pursue their education in ordinary schools. So, the purpose of the schools and classes of the special education is to provide educational, social, health, and psychological services for the handicapped at the different educational levels as determined by the Ministry of Education according to the following categories:-
- Visual impairments
 - Hearing impairments
 - Mental retardation

This law into deals with the necessary conditions for special education : screening and selection, enrollment, curricula, evaluation, teacher education, management and research".

- 5- Hence, there have been an obvious growth in the public school movement in special education. Current legislation supports the nation that handicapped children have the right to a free appropriate public education. Special education programs are designed to meet the specialized needs for atypical children. Special education has an important position and role in the Ministry of Education through the Directorate of special education, which is responsible for schools and classes of the above mentioned categories of handicapped children.

CHILDREN WITH VISUAL IMPAIRMENTS

- 6- The majority of visually impaired children are now educated in day school classes or in residential schools. The total number of children with visual impairments (accord to 1985-86 census) in schools and classes for this category of handicapped children is estimated by 1270 children:

	<u>Blind</u>	<u>Partially sighted</u>	<u>Total</u>
Primary school pupils	551	113	684
Preparatory school pupils	256	41	297
Secondary schools pupils	224	65	289
	<hr/>	<hr/>	<hr/>
	1031	239	1270

This number of visually impaired children is enrolled in 16 schools for the blind (including 58 classes for the primary level, 24 classes for the preparatory level, and 12 classes for the secondary level) and 10 schools for the partially sighted children (including 21 classes for the primary level, 13 classes for the preparatory level and 8 classes for the secondary level).

- 7- The curricula content for visually impaired pupils is similar to that for sighted children, with special emphasis on adapting their learning activities with the nature of defect. The organization of experiences of such curricula for the visually impaired children at the basic education level can be defined in two phases:-

- * Primary school phase
- * Preparatory school phase

a. The visually impaired children are enrolled in the primary school for those children or in special classes at ordinary schools for the sighted from age 6-12 years. Main emphasis is directed toward developing cognitive skills in Arabic, religion, arithmetic, social studies, and science; and training skills on music, arts, practical subjects, health education, and physical education. At the end of this educational stage, the visually handicapped pupil obtains the "Certificate of the Primary Education for the Visually Handicapped", after passing successfully the necessary scheduled examination for this degree.

b. The preparatory school for the visually impaired children is of two types:-

- The first type is the "General Preparatory School" which is similar to that of the sighted pupils. The study period is 3 years, at the end of which the pupil obtains the "Certificate of the Preparatory Education for the Visually Handicapped". Learning is directed toward cultural subjects (Religion, Arabic, English, Mathematics and Social Studies), and practical subjects (home economics, music, physical education and typing).

- The vocational preparatory level for the visually impaired children continues for 2 years. The school program is directed especially for the purposes of vocational at the secondary school. The general program of the Vocational Preparatory School for visually impaired children is as follows:-

- ** Cultural subjects (religion, Arabic, social studies, math.): 15 lessons weekly.

- ** Vocational subjects : 10 periods weekly (2 lessons for every period)

Concerning the vocational subjects, the pupils have to be specialized in one of the following 3 sections:-

- ** Holy Koran section

- ** Industrial section

- ** Music section

The visually handicapped children can obtain the "Certificate of the Vocational Preparatory Education for the Visually Handicapped", on condition that he should have a training for a year at certain centers for vocational rehabilitation and get a document proving that he passed the rehabilitation successfully through examinations (written and practical) for this purpose.

8- Much emphasis in school programs for the visually handicapped children is directed toward developing special skills:

- a. Using Braille and Tailor: Learning to use Braille is one of the key skills that open the doors of communication with the sighted world. Training begins earlier in the first grade of primary school on Braille for writing and reading, and on Tailor method for mathematics.
- b. Orientation and mobility : The importance of training blind children to move about their environment is considered. Long canes are used for this purpose. Currently there is an effort to introduce mobility training in the curriculum, not only for secondary school students but also for young blind children.
- c. Physical and motor skills : Physical education is being stressed as part of the curriculum.
- d. Music skills : Music education is specially emphasized with the visually handicapped, because they show high interest and ability in acquiring these skills. Music plays a good role in their emotional stability. Some blind students reached at very high level of competence in music.
- e. Other art skills : especially making sculptures and dealing with materials available in the environment. This activity is also encouraged.
- f. Communication skills : It is emphasized for visually handicapped to be more proficient in listening skills. So much of their education depends on listening or talking books, tapes, and verbal intercourse.
- g. Social skills : A special concern for visually handicapped children is to help them acquire social and life skills through some school activities : organizing parties, exhibitions, picnics. exchanging visits with other schools, experiencing environment etc. The participation of visually impaired pupils

in the school life through "self-management" gives them much opportunities and situations for training on these skills. For example, students have to manage much indepently "School Cantine", some school procedures and activities "Students Union" plays a good role in this matter. The visually handicapped students proved themselves as competent leaders is this organization for the whole Egyptian students.

9- CERTAIN FIELDS OF REHABILITATION ARE EMPHASIZED ESPECIALLY FOR THE VISUALLY HANDICAPPED

- a. The industrial field like carpeting, straw materials, bamboo, cleaning materials, ocvering books, filling, plastics etc.
- b. The agricultural field like conserving foods.
- c. The commercial field mainly concerned with training on typewriting (Arabic and English).
- d. The field of home economics : tricot (manual and half-manual), preparing simple foods.

CHILSREN WITH HEARING IMPAIRMENTS

10- The special education for children with impaired hearing (hard of hearing and deaf) is organized according to two stages:-

- * Primary stage
- * Vocational preparatory stage

- a. According to data of the Directorate of Specail Education, there are 39 primary schools for the hearing impaired children with 346 calsses, in which 3054 children (1868 boys, 1186 girls) are enrolled : 909 boys and 433 girls in residential schools, 912 boys and 750 girls in day school classes. The study period in the primary school for children with hearing impairments is usually for 8 years (from age 6-14). The school program is organized according to two categories of experiences : cultural subjects

(religion, Arabic, arith., social studies, science and health), and practical activities (art education, manual activities, agricultural activities, local industries, home economics, physical education). Passing successfully the required examinations with the end of the primary stage, children obtain the "Certificate of Primary Education for Deaf and Hard of Hearing".

- b. The Vocational Preparatory stage for deaf and hard of hearing children is mainly directed toward vocational rehabilitation. For this purpose there are 25 schools with 105 classes, in which 914 pupils (588 boys, 326 girls) are enrolled; 263 boys and 75 girls in residential schools, 323 boys and 253 girls in day school classes. The social program consists of two aspects:-

** The cultural subjects (religion, Arabic, social studies, science and health) cover 16 lessons weekly.

** The vocational activities (22 lessons weekly) contain the following areas:

- Industrial area: carpentering, car engineering and electricity, decoration and ornamentation etc.
- Agricultural area: planting, raising some domestic birds and animals, bees, food industrialization etc.
- Home economics area: cooking and preparing popular food, cloth cleaning and ironing, tricot (manual and mechanical), sewing, etc.
- Commercial area: especially typing.

After this stage and passing successfully the required examinations, the hearing impaired children obtain the "Certificate of the Vocational Preparation for the Deaf and Hard of Hearing Children", which is equal to the "Certificate of the Vocational Preparatory Education.

11- Educational adaptations for children with hearing impairments are considered as follows:-

- a. The use of hearing aids : electronic hearing aids are often used in conjunction with a systematic educational program for the sake of developing communication skills.
- b. Developing communication skills : The major emphasis in education of the deaf is placed on two objectives: development of language and evolution of communication skills. So, one method stresses speech training and speech reading (lip reading). This oral method makes benefit of auditory training to use the residual hearing available to the child. The manual method emphasizes the use of manual or hand communication with the goal of early mastery of language and a usable communication system with other deaf individuals. This method includes (1) the language of signs, consisting of formalized movements of the hands or arms to express thoughts and (2) finger spelling.
In communicating manually, deaf persons generally use the two modes together, finger spelling some words and expressing others through the language of signs.
- c. The oral-aural instructional procedure gives more attention to use the residual hearing through amplification of sound, speech reading, and speech for developing communication skills.
- d. The auditory training emphasizes the development of listening skills, especially for children who can profit from auditory training. The transistor hearing aid is used in auditory training with either individual or group hearing aids.
- e. Much of the education focuses on special methods and procedures for teaching communication skills and language in the hope that these skills would allow hearing handicapped students to master the regular curriculum.

THE MENTALLY RETARDED CHILDREN

12- The schools and classes of special education for mentally retarded children deal with the educable mentally retarded, mainly according to the I.Q. criterion (50 - 75 I.Q.). The adaptive behavior criterion is nearly neglected in screening and selection procedures for this category of handicapped children. It is estimated according that 4145 educable mentally retarded children are enrolled in 532 classes for them.

13- Special education for the mentally retarded children is organized by two stages:-

* The Primary Stage

* The Vocational Stage

a. The educable mentally retarded children are enrolled in the primary schools and classes for mentally retarded children for 6 grades till age 15-17 years old. The main objectives of this educational stage for the mentally retarded children, as determined by the Ministerial Decision No. 156, are the following:-

- To reinforce mental hygiene through appropriate activities that help them to feel secure and confident.
- To develop their physical, motor and sensory abilities.
- To develop their ability of speech and correct articulation.
- To develop cognitive skills in language, arithmetic and general information necessary for successful practical life.
- To develop manual skills.
- To develop social attitudes and religious and moral values.
- To develop good physical habits.

- To improve their social relations with other members of the society.
- To provide necessary counselling for parents.

The curriculum considers fulfilling these objectives. Learning experiences are organized in different subjects and activities, among which are emphasized religion education, speech and language, general knowledge, art education, music education, physical education, agricultural education, home economics, practical skills like carpentering, sawing, textility etc.

At the end of the primary stage, the mentally retarded child obtain a document, not a certificate, from the school, where he was enrolled, proves that he finished this period of special education for mentally retarded children.

b. The vocational stage is concerned with rehabilitation. It continues for three years (7,8,9 grades). The main areas of vocational rehabilitation are:-

- Industrial area : carpentering, textility, tricot, sewing etc.
- Home economics : nutrition, cooking, etc.
- Agricultural area : planting, raising domestic birds, food industrializing, ect.

The mentally retarded in this stage are to be trained to acquire skills necessary for work and productive life.

CONCLUSION

14- Major efforts in special education at the basic education level in Egypt are currently underway, emphasizing the interaction between education and rehabilitation for the handicapped children to provide special services for them not available in the regular education program.

ISSUES

Commensurate with the objectives of Egypt Basic Education Project (Work Order No. 7), considering the Preliminary Report on Education and Rehabilitation for Handicapped in Basic Education in Egypt, and relying on the input from discussions and interactions with the Egyptian and American consultants, certain issues have to be taken into account as being of primary importance in Special Education in Egypt. Each issue deals with a certain aspect of concern in special education, offering specific contribution to education and rehabilitation scheme for the handicapped.

So, the following aspects, functionally interrelated, can be determined, constituting therefore a whole system, which in turn represent basic anchors for improving the present and future system for dealing with the handicapped at the Basic Education level in Egypt.

1.1. Concepts and Principles

The existing system of special education does not benefit of the current main concepts and principles, based on scientific contributions in theorizing and research findings, in dealing with the handicapped.

1.2. Goals and Objectives

Although some goals for special education are stated (only for the mentally reatarded, according to the Ministerial Decision of the Ministry of Education No. 156 dated 24/9/1969), yet these goals lack the necessary conditions on which to be based, and therefore cannot be served as an integrative part with the whole educational system.

1.3. Screening and Assessment

Special education in Egypt lacks an effective systematic screening process of identifying from a total population those children who may have special needs and/or the need for further assessment.

The existing system of assessment and used tools are limited. The purpose is mainly directed toward

exploring I.Q. through out-of-date tests like Stanford-Binet, and some medical and social investigations. Qualitative and clinical investigations are nearly neglected. Making benefit of assessment for prognostic purposes is inappropriate. Special Education in Egypt does not take into account evaluating psycho-educational and other special needs for dealing with the handicapped.

1.4. Instructional Strategy

Planning activities for the handicapped considering their various developmental levels is inadequate. Educational activities, organized by the curriculum, lacks program models for special education in different categories of impairment. Teaching methods are not developed, materials, resources and aids are insufficient and inappropriate.

1.5. Curriculum

It could be stated that curricula for the handicapped are not constructed on the handicapped child's characteristics and his special needs, and on conditions of curriculum planning. The used curricula are adopted and adapted, as some kind of "watered down", from the normals. So they, in general, do not stimulate the child, providing him with "bound" learning experiences, because the predictability and expectations of the handicapped child's development are accordingly under-estimated.

1.6. Counseling

Counseling is not served effectively in dealing with the handicapped children and their environment. Family counseling and parent involvement are nearly neglected. The teacher's role in counseling is absent. Psychologists in schools and classes of special education are mainly concerned with measurement (in its narrow meaning). Social workers are concerned with undefined, limited and formal matters. Psychologists and social workers roles are actually separated from the teachers.

1.7. Rehabilitation

The rehabilitation system, as an integrative part of the whole system of special education in Egypt, is not well considered in the Ministry of Education, as if mainly concerned with learning and instruction, leaving rehabilitation for the Ministry of Social Affairs, and the Ministry of Health. This position cannot provide the main conditions necessary for promoting the handicapped child.

1.8. Mainstreaming

There is a promising experience in educating handicapped children in special education in Egypt with the normals in the same classrooms. But the effectiveness of integration is that simply placing handicapped children in the same educational settings with the nonhandicapped children does not accomplish all the goals of mainstreaming.

APPENDIX E 3

DISABILITY PROBLEM AND EXISTING SERVICES IN

EGYPT: BASIC DATA*

POPULATION

Total population	45.4 million
Current rate of population growth	2.6%
Per capita GNP	US\$ 700
Literacy rate (population over 12 y.1980)	49%

EDUCATION ENROLLMENTS AS PERCENTAGE OF AGE GROUP

Level and age group

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Basic (6 - 14)	81	59	70
Secondary (15 - 17)	54	36	45
Higher (18 - 22)	23	11	17

EDUCATION EXPENDITURE

Central government expenditure on education as a percentage of total government expenditures	Recurrent 10.5%
	Capital 4.5%
	Total 7.9%

Expenditure of government on special education	blind
	deaf
	M.R.

* World Bank - 1983

Estimated number of disabled people in
more developed MDCs and less developed
countries LDCs 1975 - 2000*

	MDCs		LDCs	
	<u>1975</u>	<u>2000</u>	<u>1975</u>	<u>2000</u>
	Millions			
Total population	1132	1360	2836	4897
<u>Applicable disability prevalence rate</u>				
a) MDCs				
- Disability, all types and degrees 10%	113.2	136		
- Service disability - 6%	67.9	81.6		
b) LDCs				
(Population living above absolute or relative poverty: 1904 million in 1975; 2697 million in 2000)				
- Disability, all types and degrees 10%			190.4	269.7
- Service disability - 6%			114.2	161.8
c) LDCs				
(Population living at or below absolute or relative poverty: 932 million in 1975; 2200 million in 2000)				
- Disability, all types and degrees 20%			186.4	440
- Severe disability - 12%			111.8	264
Total disability				
a) Count (millions)				
- All types and degrees	113.2	136	376.8	709.7
- Severe disability	76.9	81.6	226	425.8

* Source: Shahid Javed Burki and J.J.C. Voorhoeve, Global estimates for meeting basic needs: background paper, World Bank, Washington, D.C., 1971, p.7; Labor force estimates and projections, 1950-2000, vol.V, ILO, Geneva, 1977, Table 5.

International prospective

Data from many countries and international organization e.g. WHO, UN verify that at least one tenth of population born with or aquire impairments - physical mental or sensory that will interfere with their capacity to lead a normal life unless some special assistance and attention is provided.

Examples

- * A Pan American health organization estimate of the prevalence of various forms of disability in the general population of Latin America cited:

	<u>Percentage</u>
Locomotor problems and amputees	3.00
Mental retardation	3.00
Blindness	2.00
Deafness and muteness	2.00
Mental disacibility total (any population)	1.00
Cerebral palsy	<u>0.06</u>
Total	11.06

- * The United States office of education in a survey of 75 million school age children 5 - 19 years of age classified 10% as handicapped as follows:

	<u>Percentage</u>
Speech impairment	3.5
Mental retardation	2.3
Emotional disturbance	2.0
Learning disabilities	1.0
Hearing impairment	0.5
Locomotor disturbances and other health impairments	0.5
Visual impairment	0.1
Deafness	0.075
Multiple handicaps	<u>0.06</u>
Total	10.035

- * A United Nations study on factors limiting the access of disabled children to rehabilitation and education concluded that:

About 15 out of every 100 children require special education and rehabilitation measure of some sort. Because of the various crippling diseases, malnutrition and adverse environmental conditions, the proportion of handicapped children in developing countries appears to be higher than that of the developed countries.

Total disability

	<u>Percentage</u>	
	1975	2000
b) % in relation to world population		
- All types and degrees	12.3%	13.5%
- Severe disability	7.4%	8.1%
c) All types and degrees as % in:		
- MDCs	23.1%	16.1%
- LDCs	76.9%	83.9%
d) Annual growth rate in:		
- MDCs	0.74%	
- LDCs	2.56%	

It is expected that the number of disabled persons in Egypt (total all grades) should be 4.5 million persons. However, there is no reliable statistical proof for that number.

Egypt has had population census nearly every 10 years since 1907. The last two censuses were in 1960 & 1976.

Attached to this report is a complete analysis in these last two censuses about prevalence of impairments among the Egyptians, their types by age and sex distribution, educational attainments, geographic distribution and occupational attainments. Also there is some statistical information about impairment in the health profile of Egypt survey (Ministry of Health).

The population of Egypt in 1960 was 25,984,101 disabled persons constitute 1.8% of population.

The population of Egypt in 1976 census was 36,626,204 0.6% disabled. The rates of disabled population were greatly under estimated. Even with such low estimates, the rehabilitation services available by that time was'nt adequate.

In (1968 - 1970) a sample survey was carried in Cairo by Mattaria center for intellectual development estimated that the mentally retarded constitute 3% of the population.

This estimate is relevant to the international rates. The following table shows estimated numbers of mentally retarded persons under 20 years.

ESTIMATED NUMBER OF MENTALLY RETARDED PERSONS BY AGE GROUP AND DIFFERENT I.Q.

AGE GROUP	MILD & MODERATE 2-5%	SEVERE 0-4	PROFOUND 0-1	TOTAL
0-4	178900	28624	7156	214,680
5-9	132500	2100	5300	159,000
10-14	114150	1864	4566	136,980
15-20	100975	16140	4035	121,050
	526425	84228	21057	631,710

A study in 1980 by H. & M. published this summary table

LOWER ESTIMATION OF DISABLED CHILDREN IN EGYPT

	0+	5+	10+	15+
Mentally retarded 3%	214680	159000	136980	121050
Blind (5%)	35780	26500	22830	20175
Hearing impaired (1%)	71560	23000	75660	40350
Cardiac diseased (Rh.fever 2%)	143120	106000	91320	80700
Speech defects (1%)	71560	53000	45660	40350
Orthopaedic disease 1%	71560	53000	45660	40350
Severe disability 0.2%	14312	10600	9132	8070
Other chronic diseases (1%)	71560	53000	45660	40350

The total number of disabled children is 2,042,529 out of 21,057,00 (1976 census). Children under 20 years old 9.7%.

SERVICES FOR THE DISABLED IN EGYPT

The services for the handicapped are provided by various governmental and private organizations. The main ministries involved are the Ministry of Social Affairs, the Ministry of Education, the Ministry of Health, and the Ministry of Manpower.

THE MINISTRY OF EDUCATION

The Ministry of Education is responsible for the educational services for the disabled through its special education program. The special education program is conducted in special schools for the following disabilities:

- 1- Blind and partially sighted schools. Children who are completely blind and have visual acuity less than 6/60 after connection with glasses can apply for these

schools at the age from 6-8 years. They are eligible to continue after 6 years, period of primary education to preparatory and secondary till university education.

There are 16 Light schools distributed in Cairo, Alexandria and other governorates with 1031 students enrollment.

Partially sighted schools admit children at age 6-8 years with visual acuity not more than $6/24$ and not less than $6/60$ after connection by glasses. There are 10 schools (one in each governorate) with 239 student enrollment. There are also some vocational preparatory schools which cover 3 years after primary education and lead to employment.

2- Deaf and partially deaf:

Hope Schools admit children aged 5-7 years with hearing between 120-70 db. in the best ear and severe hearing between 70-50 db. if intelligence is average and have no vocabulary for partial deaf school.

Partial Deaf School: admit children with hearing between 70-50 db. if intelligence is average and have developed vocabulary to cope with the program and hearing between 50-25 db. in the strong hearing aid and their vocabulary is not sufficient to continue in normal school.

The deaf and partially deaf can continue their primary education for 8 years and then go to preparatory school for 3 years (vocational). There is no secondary education for the deaf.

There are total of 30 primary and 25 preparatory schools for the deaf all over the country, with enrollment of total 3968 students. Number of teachers 711.

3- The Mentally Retarded: admitted to schools known as schools for intellectual development. Children admitted in these schools between 6-12 years of age and have I.Q. between 50-70 provided they are psychologically stable (Ministerial Decree). These students attend a primary stage for 8 years which leads to a vocational preparatory stage for 3 years. Total enrollment of 3788 students.

The total enrollment of handicapped students in the special education program in Egypt:

MR	D.	BI	P.S	
3788 +	3968 +	1031 +	239	= 9036

Most of the schools are full-boarding ones. Admission in these schools is done by committee in school health services for medical exam., measurement of vision, hearing, intellectual assessment. Also after interview with the family and assessing the social environment. Another committee of specialists headed by the master of the school will follow up each student individually.

All admission rules, curriculum, examinations and various regulations are controlled by Ministerial Decrees.

THE MINISTRY OF SOCIAL AFFAIRS

The Ministry of Social Affairs is responsible for the care of all disabled persons in Egypt. This service is regulated according to the Public law of 1975 for Rehabilitation.

The services are delivered through the following:

1- REHABILITATION OFFICES:

About 51 of these offices are distributed all over the country which provide basic rehab. services for any case referred to including medical, social, and vocational evaluation, provision of mobility aids, prosthetic and orthotic appliances and vocational training. Each case is followed up until final placement is achieved.

These rehab. offices are basically community services but can refer any case for specialized care and further treatment if needed.

2- COMPREHENSIVE REHAB. CENTERS:

There are 35 centers all over the country which are mostly specialized in various disabilities like mental retardation, deafness, visual impairment and blindness, physical disability. Centers for physically disabled have prosthetic & orthotic workshops and physical therapy facilities. In these comprehensive rehab. centers most of the staff are specialists in their fields and research and demonstration programs for the care of disabled were conducted.

3- SHELTERED WORKSHOPS:

They are intended for the severe physical disabilities, convalescent T.B. cases and leprotics.

4- PRIVATE ORGANIZATIONS:

There are as much as 130 P.V.O. working in the care of disabled. Some are leading organizations like WAFA WA AMAL Society, Society for the Future, etc...

RESEARCH PROGRAM:

The Ministry of Social Affairs has had an elaborate program of Rehab. Research. This program started in 1962 with the Dept. of H.E.W. of United States Government and is extending now with the National Institute for Rehab. Research in Washington D.C.

More than 25 Research Programs and projects had been conducted e.g., Rehab. of Rural Blind, Rehab. of the Deaf (Gouberina Method), Rehab of Central Language Disorders, Rehab. of Cardiac Cases, Severely Disabled, Psychiatric Cases, Drug Abuse, Training Rehab. Counselors, Evaluation Program, Optic aids for low vision, Rehab. Engineering, Work Evaluation, Homebound, Geriatrics, Prosthetic & Orthotic manufacturing.

Also the Ministry supervises the Sport for the Disabled. There are about 45,000 disabled served each year.

According to Rehab. law no.39 of 1975, 5% of all jobs in private and government expertises who employ more than 50 workers are reserved for handicapped.

The Ministry of Social Affairs issues the Rehab. certificate for handicapped after their vocational training so that they can be employed according to the Rehab. Law.

THE MINISTRY OF HEALTH

The Ministry of Health is responsible for primary health care all over the country, including preventive measures, immunization. Maternity clinics for mother and child care and school hygiene. Medical and surgical treatment is provided in hospitals and specialized centers. The Ministry established the Poliomyelitis Institute in 1976 to control and treat its disease. Now massive immunization campaign controlled polio to a great extent. There is an orthotic workshop in this Institute for braces. Also Hearing Dept. for provision of hearing aids and few classes for primary education of the hard hearing and polio cases.

MINISTRY OF MANPOWER

The Ministry of Manpower is responsible for the employment of handicapped. Employment is controlled by 5% quota system after handicapped are rehabilitated and obtained Rehabilitation Certificate.

SPECIAL EDUCATION PROGRAM FOR THE MENTALLY RETARDED, CAIRO AREA

There are 23 schools distributed allover Cairo with 103 primary classes and 28 vocational preparation classes with a total no of 1137 students and the number of teachers is 168.

ALEXANDRIA: 4 schools, 32 primary classes, 9 vocational preparations with 418 students, 58 teachers.

BEHERA: 1 school, 9 primary and 2 vocational classes, 96 students, 19 teachers.

GHARBIA: 12 classes, 83 students, 25 teachers.

KAFR EL-SHEIKH: 2 schools, 120 students, 30 teachers...

MENOUFIA: 5 schools with 213 students and 41 teachers.

KALIOBIA: 1 school with 64 students and 15 teachers.

DAKAHLIA: 1 school, 781 students, 16 teachers.

DAMIETTA: 2 schools, 168 students, 27 teachers.

SHARKIA: 3 schools, 220 students, 42 teachers.

PORT-SAID: 1 school, 64 students, 22 teachers.

ISMAILIA: 1 school, 81 students, 17 teachers.

SUEZ: 1 school, 46 students, 5 teachers.

GUIZA: 5 schools, 407 students, 65 teachers.

FAYOUM: 1 school, 76 students, 27 teachers.

BENI-SUEF: 1 school, 169 students, 52 teachers.

MINIA: 2 schools, 158 students, 50 teachers.

ASSIUT: schools, 71 students, 16 teachers.

SUHAG: 3 schools, 164 students, 43 teachers.

MATROUH: 1 school, 18 students, 4 teachers.

KENA: 2 schools, 87 students, 22 teachers.

ASWAN: 2 schools, 137 students, 25 teachers.

NEW VALLEY: 1 school, 8 students, 2 teachers.

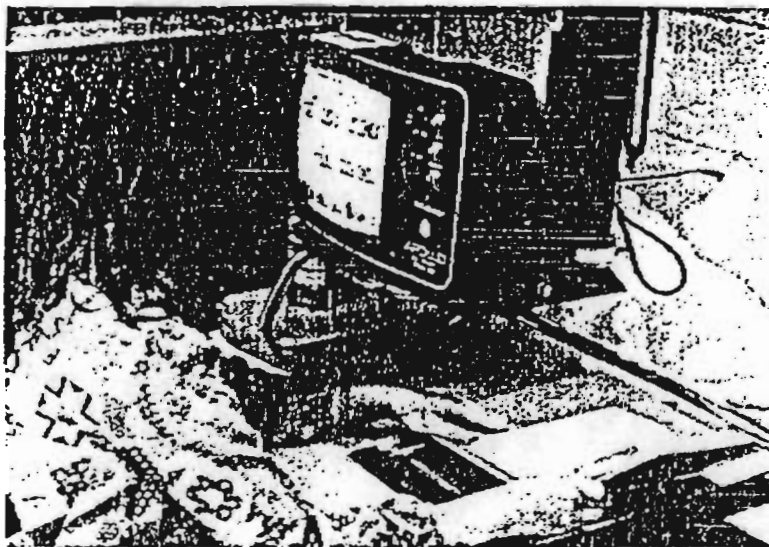
NORTH SINAI: 1 school, 13 students, 2 teachers.

Total no. all over the country 67 schools, 160 primary classes, 32 vocational preparation classes.

Total no. of students 1441, total no. of teachers 329.

APPENDIX F

ACADEMIC SKILLS



Regular print with closed circuit TV



Cassette tape recorder

4. Write the list word that is ti
un...

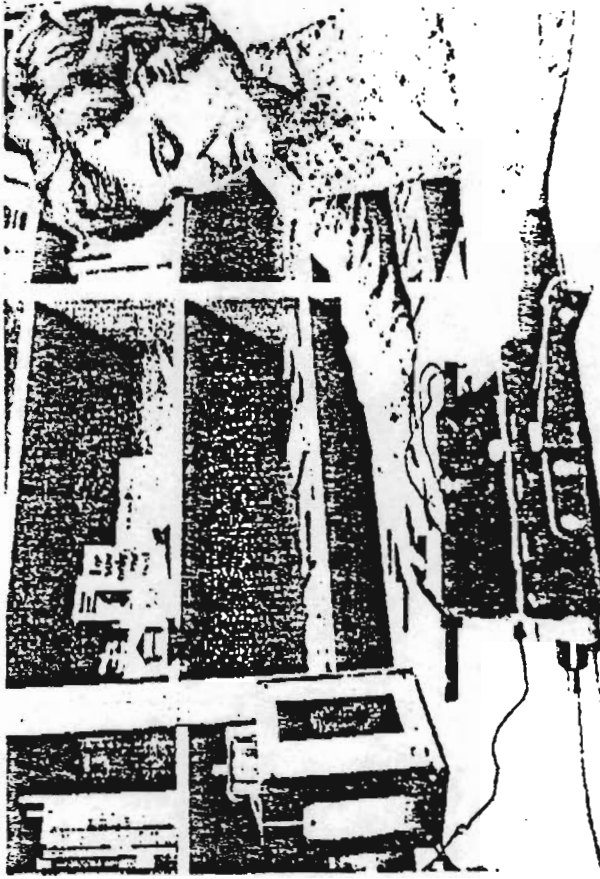
Usually, the form of av
that are
ound spelled wit
he addition of *mo*
6. Write each wo
nte ces.

It was only an (ô'

- c. ... believe Miss P
his marriage proposal.
- d. The little visitors at tea time
an (ə sôrt' mânt) of cakes.
- e. All the little monkeys enjo
(trə nēz' iz)

Paperweight magnifier

ACADEMIC SKILLS

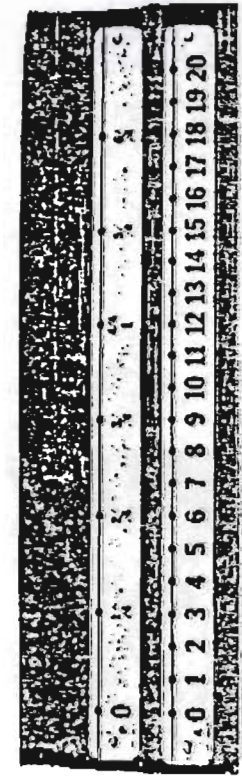


Optacon (reading regular print tactually)

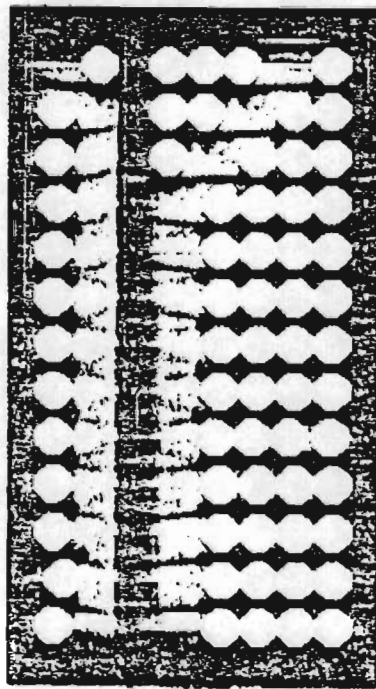


Braille

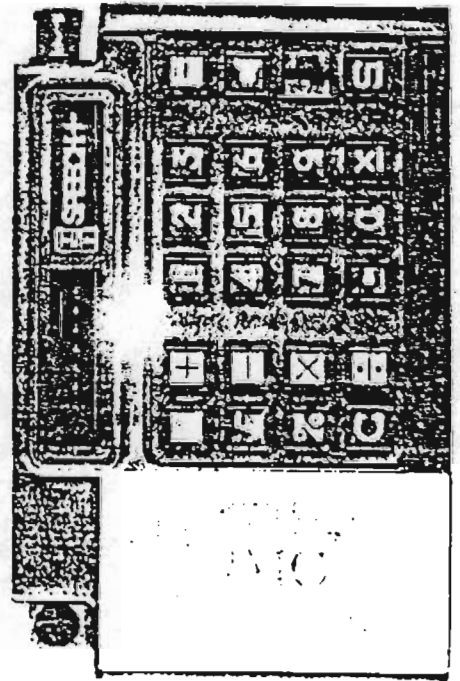
ACADEMIC SKILLS



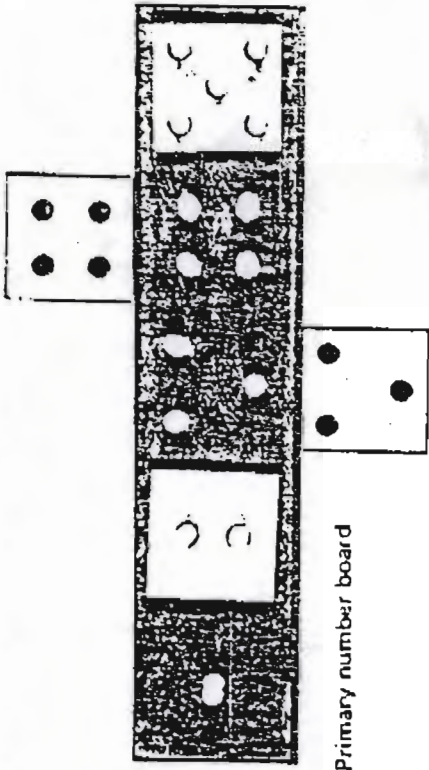
Number line



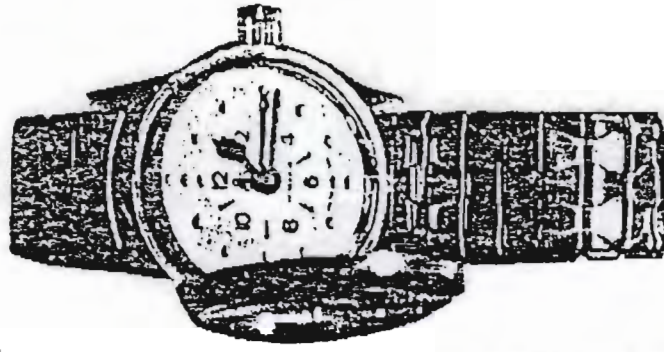
Abacus



Talking calculator

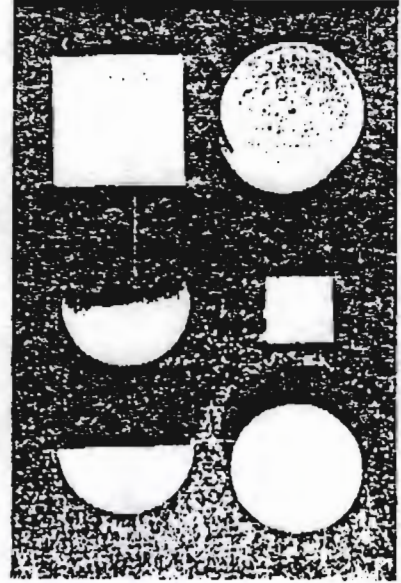


Primary number board



Braille watch

MATH

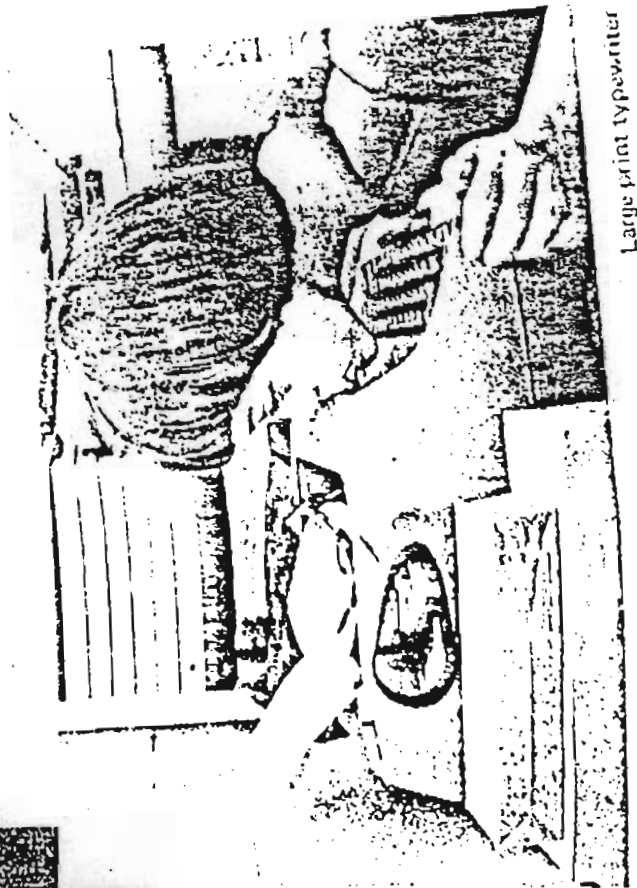


Three-dimensional geometric shapes

WRITING



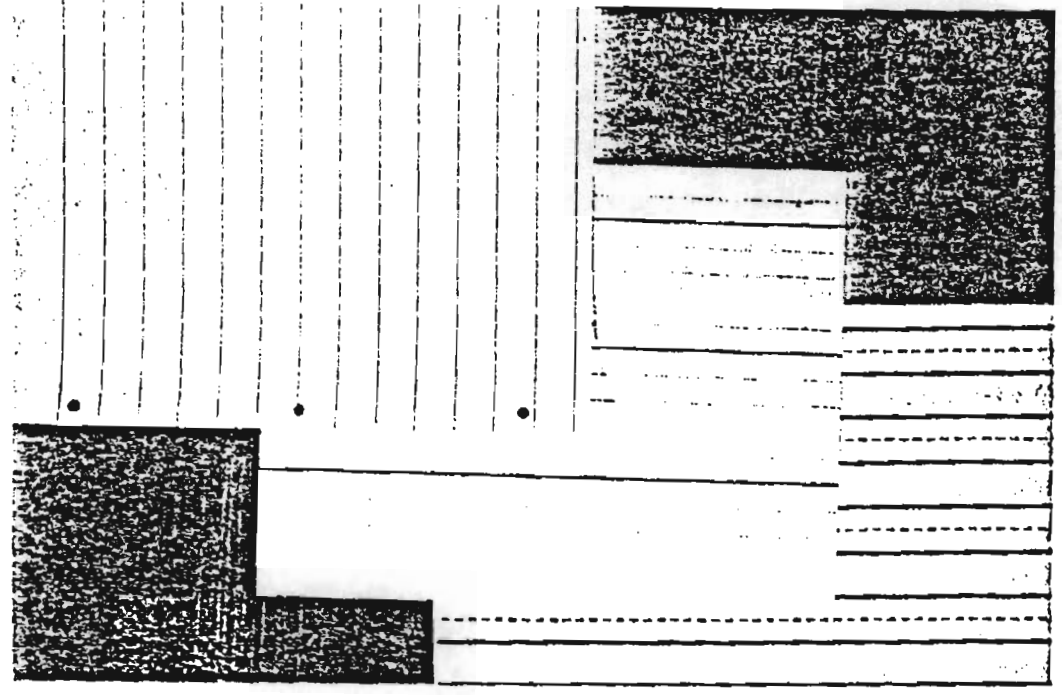
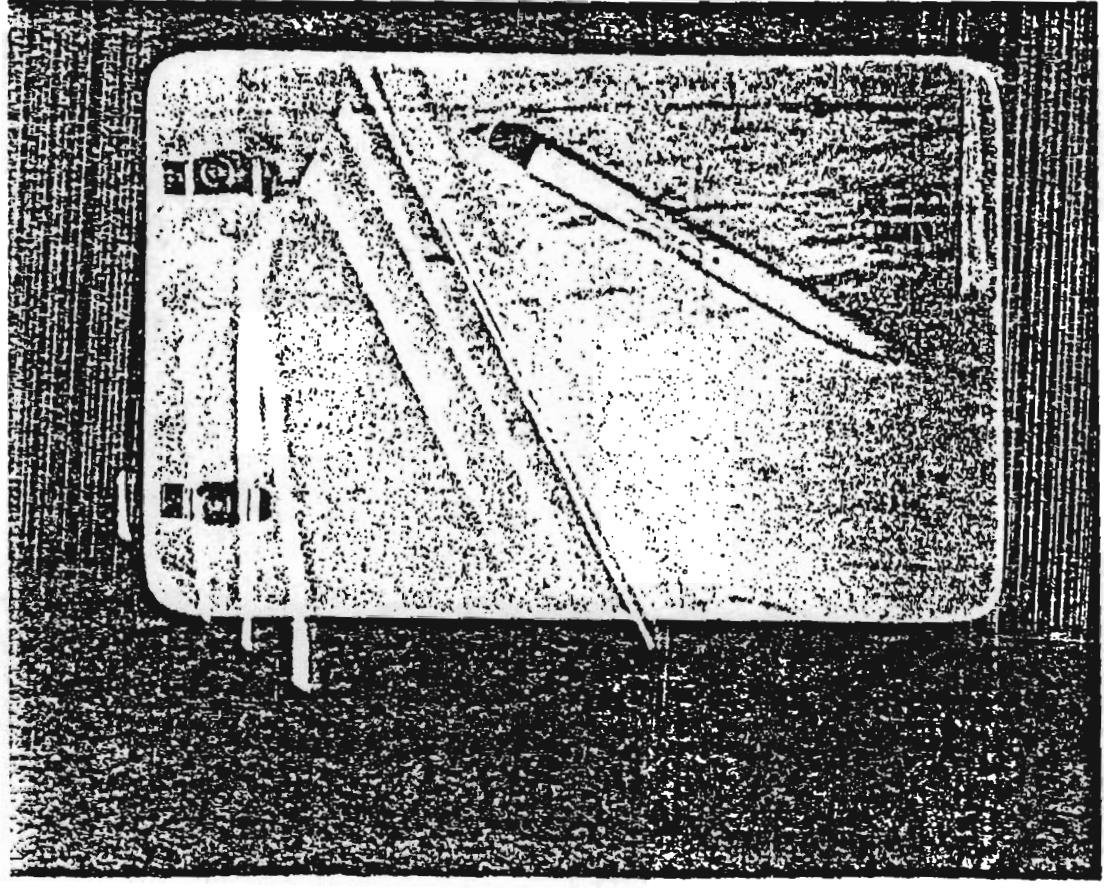
5 font writer



Large print typewriter

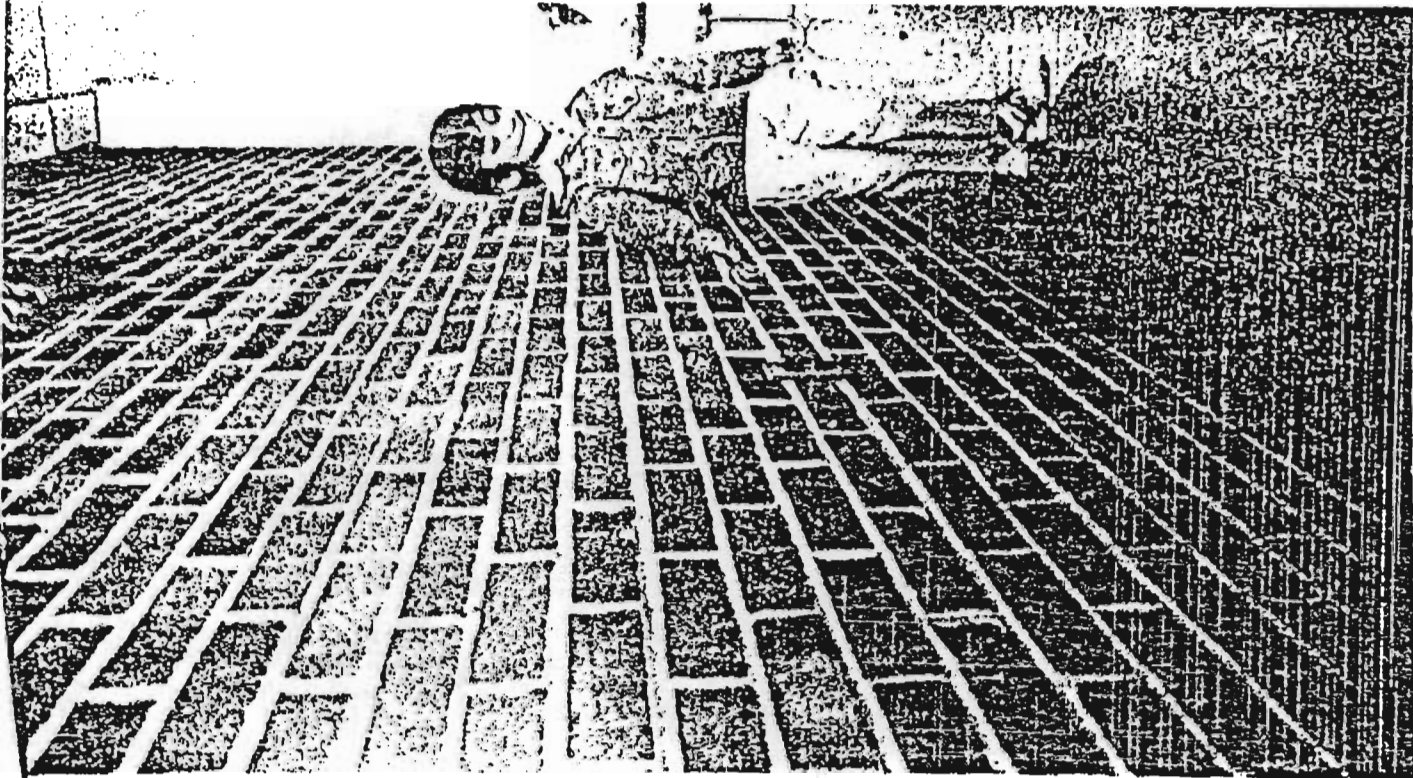
ACADEMIC SKILLS

Raised line drawing board



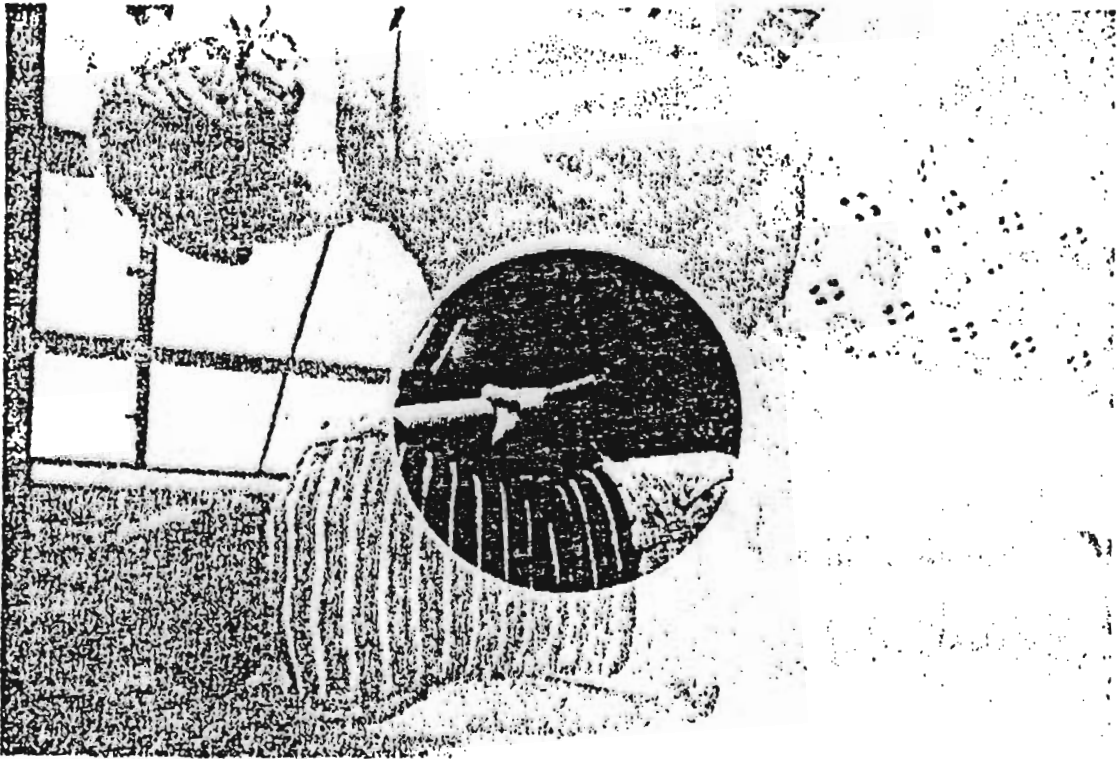
Heavy-lined paper

SUPPLEMENTAL SKILLS



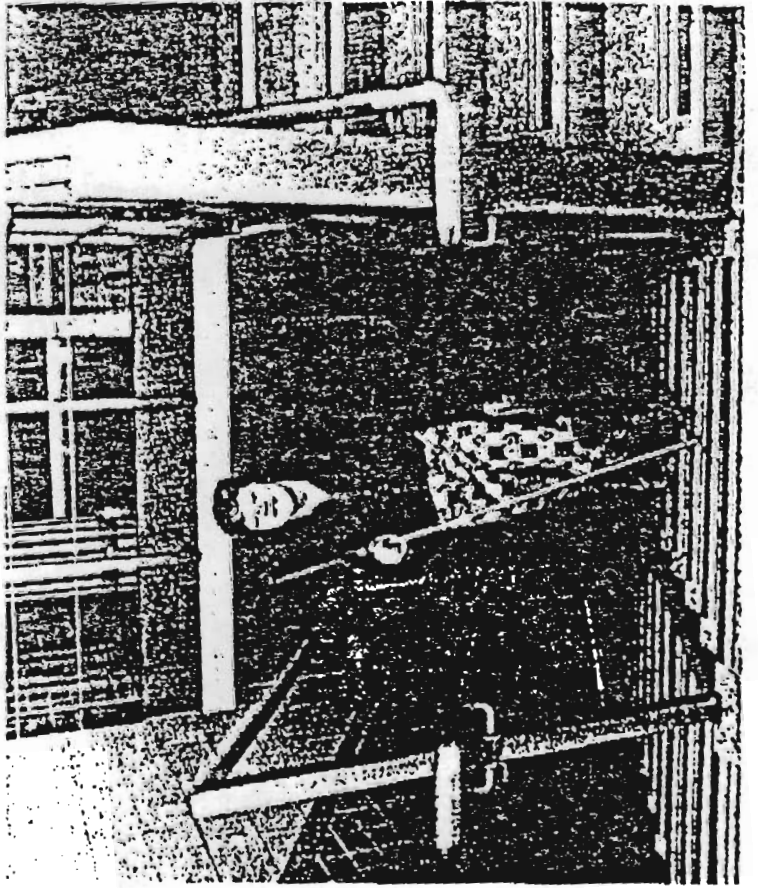
ORIENTATION
and
MOBILITY

SUPPLEMENTAL SKILLS



Sighted guide technique

Ascending stair



APPENDIX G

STRATEGIC PLANNING FOR IMMEDIATE, SHORT-TERM ACTIONS & LONG RANGE GOALS

IMMEDIATE RECOMMENDATIONS

Starting Date: November 1989

Completion Date: End of 1989-90 School Year-May 1990

Recommendations

Strategy

Responsible Party(ies)

1. Provision of materials, equipment and general maintenance assistance.

Make available to the 5 model schools materials, equipment and general maintenance from Basic Education.

Undersecretary for Basic Education.

2. Leadership support of National Council or Childhood & Motherhood.

Minister of Education committed to: change of curriculum, comprehensive teacher training, & improvement of school buildings.

Minister of Education.

3. Identification & rehabilitation of 5 schools as model schools.

5 schools: 3 in Cairo, 1 in Assuit, 1 in Alexandria to be rehabilitated & refurbished. Responsible persons should be assigned to each school to assure work is well done & appropriate

Ministry of Education-Special Education Department & USAID Assistance Program.

4. In-service Training Workshops.

Prepare and conduct a workshops in Cairo for teachers and other staff members from the 3 Model Schools in Cairo, and 1 workshop in Alexandria and 1 workshop in Assiut for teachers and other staff members of the Model Schools, and selected personnel from Schools for the Blind and Deaf in those cities.

U.S. & Egyptian experts in Special Education.

Two U.S. curriculum and materials experts & their Egyptian counterparts.

5. Updating & Production of materials.

Produce & make available materials & supplies.

STRATEGIC PLANNING FOR IMMEDIATE AND SHORT-TERM ACTIONS & LONG RANGE GOALS

SHORT-TERM RECOMMENDATIONS

Starting Date: November 1989

Completion Date: End of 1990-91 School Year-May 1991

<u>Short-Term Recommendation</u>	<u>Strategy</u>	<u>Responsible Party(ies)</u>	<u>Time Lines</u>
1. Establishment of a Special Education Center.	To provide a center for the development and selection of curricula materials, a professional library, to demonstration and training in use of specialized equipment, aids and computers, and in-service training and program demonstration.	To be determined by foreign consultants with joint Egyptian counterparts.	To be completed by September-December 1990.
2. Improvement/modernization of other schools.	Through the plan of the Ministry, other schools will be re-habilitated on a time schedule once the 5 schools	Ministry of Education. This will be a joint effort with the Ministry assuming responsibility for	Begin Spring 1990 and continue on a planned and definite time schedule.

are completed.

buildings, basic furnishings and equipment while USAID assistance will be for the specialized equipment.

3. Supplies and Equipment.

To provide much needed supplies and equipment to the schools throughout Egypt as planned by the Special Education personnel at the Ministry in collaboration with the U.S. experts.

USAID with U.S. experts will approve, select and purchase the supplies and equipment.

Immediately and to be completed by September 1990.

4. The need to upgrade leadership Personnel.

To upgrade through a special U.S. training program 3 professionals for a teacher training program in special education at the University level and a similar training program for 3 personnel from the Ministry of Education's Special Education staff.

The 3 persons for teacher training and the 3 persons from the Ministry of Education should be jointly selected by the Ministry and the USAID experts.

Training to be provided during the 1990-1991 year (beginning as early as possible)

STRATEGIC PLANNING FOR IMMEDIATE AND SHORT-TERM ACTIONS & LONG RANGE GOALS

LONG-RANGE RECOMMENDATIONS

Starting Date: November 1989

Completion Date: End of 1991-92 School Year-May 1992

<u>Recommendation</u>	<u>Strategy</u>	<u>Responsible Party(ies)</u>	<u>Time Line</u>
1. A comprehensive policy for Special Education.	To develop and adapt a comprehensive policy for Special Education assuring that all children be eligible for services regardless of their disability and to expand programs in Special Education to other categories.	Minister of Education	1990
2. Encouragement of greater role of National Council for Childhood and Motherhood.	To effect change by encouraging the National Council for Childhood and Motherhood to assume a leadership role along with the Ministry of Education.	Minister of Education	Immediately

3. University-Based Training Program for Special Education teachers.

To upgrade the training of Special Education teachers until it is a comprehensive University Based Curriculum Faculty.

Minister of Education and select university officers with USAID experts.

Immediately

4. Upgrading of school psychologists and social workers.

To train and upgrade school psychologists and social workers.

Minister of Education and University officials in one or more universities.

To begin January 1990.

5. Appropriate Assessment and Prescriptive Tools.

To develop/select culturally relevant and psychologically sound assessment and prescriptive tools.

Ministry of Education, specialists and USAID experts.

To begin immediately.

5. Upgrading of school psychologists and school social workers.

To develop a plan for the upgrading through special training of school psychologists and school social workers at the University level.

The Ministry of Education in collaboration with the universities and foreign experts.

January 1990-
December 1990.

6. Special Education Conference.

To plan and conduct a major conference on Special Education.

A joint effort of the Ministry of Education and USAID experts.

To be conducted during fall 1990. Planning should start immediately.