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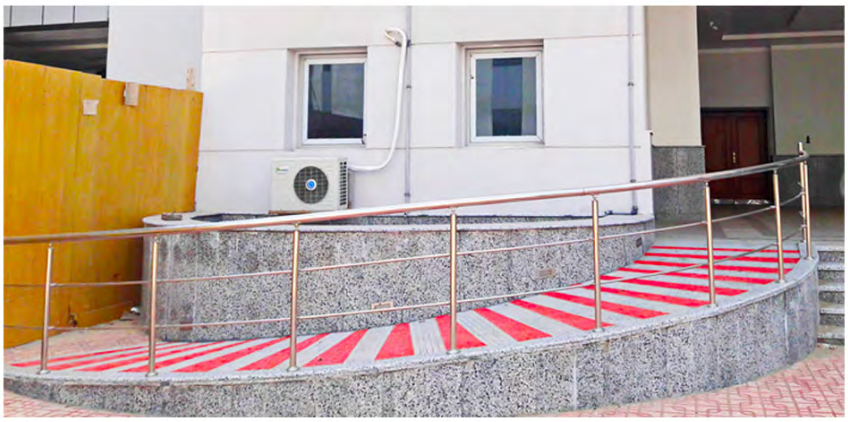

Photographic collage depicting (1) a portrait of a young woman using Egyptian Sign Language; (2) student using a wheel chair; (3) an Egyptian postage stamp honoring the Persons with Disability Day; (4) a public university campus ramp under construction; (5) three students with visual disability participating in camp activities at Mansoura University. Photo Credit: USAID/Egypt and Evaluation Team Members

NEEDS ASSESSMENT OF PERSONS WITH DISABILITIES IN EGYPTIAN PUBLIC UNIVERSITIES AND REGIONAL TECHNICAL COLLEGES

Final Report

December 26, 2017

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DISCLAIMER: The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

AT	Assistive Technology
CAPMAS	Central Agency for Public Mobilization and Statistics
CDC	Career Development Center
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
DAESN	Development Association for Empowering Persons with Special Needs
DPO	Disabled Peoples' Organization
ESL	Egyptian Sign Language
GOE	Government of Egypt
HEI	Higher Education Institution(s)
ICT	Information and Communications Technology
KII	Key Informant Interview
NGO	Non-governmental Organization
OEH	Office of Education and Health
MOHESR	Ministry of Higher Education and Scientific Research
SCU	Supreme Council of Universities
SDGs	Sustainable Development Goals
SIMPLE	Services to Improve Performance Management, Enhance Learning and Evaluating
SOW	Scope of Work
UNDP	United Nations Development Program
UNPRPD	UN Partnership on the Rights of Persons with Disabilities
USAID	United States Agency for International Development
WHO	World Health Organization

EXECUTIVE SUMMARY

1. Introduction

I see an Egypt in which education embraces all the people.[1]

So stated Taha Hussein, who served variously as the Dean of Cairo University's Faculty of Arts, President of Alexandria University, Minister of Education, renowned scholar, distinguished professor, prolific author and blind person. Taha Hussein was forward thinking and education was, for him, a matter of social justice and equality, not charity; it was to be given to all without distinction. His dream remains a promise unfulfilled for students with disabilities across the Egyptian public higher education system. Egypt is not distinct in this regard, but it does face significant challenges, as revealed in this assessment.

Notwithstanding the barriers that students with disabilities experience in accessing quality education in Egypt's public institutions of higher education, two factors weigh positively in favor of bringing about significant improvements. First, a sea change is underway in development. The longstanding neglect and invisibility of persons with disabilities as development stakeholders is both acknowledged and specifically recognized in global development policy at all levels, including in the Sustainable Development Goals,[2] the widely ratified Convention on the Rights of Persons with Disabilities (CRPD),[3] to which Egypt is a State Party, and the embrace of disability inclusive development by donors, including USAID.[4] Second, and most fundamentally, the Government of Egypt (GOE) has demonstrated a consistent and ongoing interest in, and commitment to, identifying the barriers that inhibit the full participation of Egyptians with disabilities in society and in the realization of their human rights. This is reflected in the inclusion of numerous provisions on persons with disabilities in the 2014 Constitution,[5] the action to create the National Council on Disability in 2011, the representation of persons with disabilities in Parliament, and the support of this assessment by the Ministry of Higher Education and Scientific Research (MOHESR).

It is against this background that the USAID Office of Education and Health (OEH), at the request of the MOHESR, funded four three-person field teams, specialized in international disability law and policy, inclusive education,[6] assistive technologies (AT), and facility accessibility to conduct key informant interviews and group discussions with: (a) Egypt's twenty-four public universities and eight public regional technical colleges, faculty, and administrators; (b) relevant GOE agencies; (c) disabled persons organizations (DPOs) and other civil society organizations (CSOs); (d) international and national donor organizations; (e) local/multinational private sector businesses that employ and/or train persons with disabilities; and (f) both currently enrolled and graduated students of public higher education.

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[1] Taha Hussein, *Mostaqbal Al-Thaqafa fi Misr (The Future of Culture in Egypt)* (1938).

[2] United Nations General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development,* UNGA Resolution A/RES/70/1, 25 September 2015.

[3] Convention on the Rights of Persons with Disabilities, G.A. Res. 61/106, U.N. Doc. A/Res/61/106 (Dec. 13, 2006).

[4] See especially USAID, USAID Disability Policy (Washington Dc, 2004).

[5] Egyptian Constitution of 2014, art. 53 (prohibiting discrimination, inter alia, on the basis of disability); art. 81 (guaranteeing "the health, economic, social, cultural, entertainment, sporting and education rights of dwarves and people with disabilities.").

[6] Inclusion as understood in the context of this Assessment is, at its core, focused on transforming systems to allow participation and thus inclusion for all; inclusion is not achieved by the mere insertion of students with disabilities into existing structures that may or may not be accessible for them and responsive to their needs UNICEF, *Learning Guide on the Convention on the Rights of Persons with Disabilities* (2009). Further, inclusive education, where effective: (1) identifies the barriers that inhibit the participation of students with disabilities; and (2) implements specific, achievable strategies for removing such barriers. CRPD, *supra* note 3, at arts. 3, 4, 5, 24.

2. Assessment Purpose

The USAID/Egypt OEH is undertaking this assessment to better understand the educational needs of students with disabilities, and services that public universities and regional technical colleges can provide to improve the accessibility of these institutions for these students. The assessment may inform future program design. Based on global best practices, program objectives are to:

1. Provide persons with disabilities and university staff with information on support services and assistance approaches that aim at successfully including students with disabilities into the public university and technical college community, and types of disability accommodations currently available or required.
2. Support (public) universities and technical colleges in the upgrade of facilities and services to meet the needs of students with disabilities through the promotion of inclusive education practices that address their needs, including, for example, the use of Egyptian Sign Language interpretation, braille, assistive technology, and other learning aids.
3. Develop adaptive academic, social, work training, and study abroad programs for persons with disabilities aimed at integrating them into the larger university community and into society.
4. Increase outreach activities to raise awareness of the capabilities and contributions of successful persons with disabilities in higher education, and to combat prejudices and harmful practices against persons with disabilities.
5. Work with private sector entities to raise awareness and engage businesses on the importance and benefits of employing persons with disabilities in university Career Development Centers (CDCs).

3. Assessment Questions

The ten assessment questions are listed and discussed individually in the context of each of its respective findings, conclusions and recommendations in Section 6.

4. Assessment Design, Methodology and Analysis

Academic and administrative staff, as well as students with physical and sensory disabilities, from 23 public universities and eight technical colleges were interviewed.[7] In addition, the team interviewed GOE personnel from key ministries and agencies, as well as representatives of local and international donors, private sector employers, disabled persons organizations, and NGOs working in the disability sector. The assessment Field Manual was developed drawing on the research team's knowledge and experience of the research area, interviews with GOE and other stakeholders in pre-assessment planning, revision based on USAID inputs, and a comprehensive desk review.[8] Research protocols are also appended to the Field Manual.

5. Assessment Limitations and Constraints

[7] Security considerations prevented an on-site visit to El Arish University, and contingency arrangements to conduct interviews in person at an alternative site did not materialize.

[8] The desk review consisted of a review of (1) Egyptian disability law and policy framework; (2) international law and policy standards pertinent to persons with disabilities in higher education and employment, with a focus on Egypt's treaty obligations; and (3) leading research on disability inclusion in higher education in both developed and developing countries, including those addressing implementation of the Convention on the Rights of Persons with Disabilities.

To a degree, the assessment was constrained by the following limitations:

1. Narrow time frame within which to schedule visits in advance of field work. This was due to delays in authorizing the project team to communicate with target institutions to request meetings.
2. Limited window of opportunity for data collection, given the time allotted for field work, together with the vast scope of the assessment and limited time on campuses. This resulted in less comprehensive access to university facilities.

6. Summary of Findings, Conclusions, and Recommendations

The experiences and voices reflected in this report – especially of students with disabilities themselves – have important implications for advancing, in tangible and achievable ways, institutional polices, practices, and programming to achieve full and equal participation of students with disabilities in Egyptian public higher education.

Assessment Question 1: Assess current people with disabilities' needs and current demand regarding education for students with disabilities in Egypt; examine the number of students with disabilities enrolled in Higher Education system, and the types of universities/technical colleges they attend. Are there certain students with disabilities who are not receiving quality education or even were rejected to enroll to universities or technical colleges due to their disability? If so, identify the barriers preventing them from accessing quality education.

Finding 1.1: Data gaps exist for the population of persons with disabilities in Egypt. Existing data suggest that persons with disabilities comprise 12-15 million people, or about 12% of the population (WHO/ CAPMAS). A 2007 WHO household survey estimated 6% prevalence of hearing disabilities in the population. Deaf organizations report three million deaf or hard-of-hearing persons. The WHO estimates one million blind and three million persons with visual disabilities in Egypt.

Finding 1.2: There is no national requirement for data collection on students with disabilities. The current national census does contain disability question sets to improve the quality of data. Universities and technical colleges do not capture data on students with disability; data are not disaggregated on the basis of disability; and those institutions with data on the total number of students with disabilities enrolled report unreliability/data gaps. Some recognize the need to capture better data. Finally, students with disabilities, faculty, and administrators report student non-disclosure of disability due to stigma, fear of discrimination, and restricted choice of studies.

Finding 1.3: Access to quality education in treaty obligations to which Egypt is a party means: (1) accessibility to the built environment (academic, student supports and services, library, housing) (CRPD, art. 9), and (2) equal access to academic and extra-curricular programs and services (CRPD, arts. 24, 5, 30) (i.e., academic materials and career counseling; sport, culture, and arts; ICT accessibility; and supports and reasonable accommodations).

Finding 1.4: Barriers reported by students and graduates with disabilities exist in: (1) pre-higher education; (2) law/policy/practices (both formal and informal); (3) attitudinal barriers; (4) physical infrastructure/built environment and transport; and (5) inaccessible course material for all three sub-groups of students with disabilities.

Barriers for Students who are Deaf and Hard-of-Hearing

Finding 1.5: Universities, deaf persons, and faculty report that Egyptian Sign Language (ESL) is not taught at *any* Egyptian university, nor is there an accreditation system for professional interpreters.

Finding 1.6: There is also a major shortage of interpreters, according to deaf persons, deaf students, faculty, administrators, the GOE, and DPOs/NGOs.

Finding 1.7: ESL is not (yet) recognized as an official language in Egyptian domestic law. The GOE and Egyptian public universities are not implementing specific treaty requirements to facilitate learning of ESL, or ensure delivery of education in the most appropriate means for deaf/hard-of-hearing students.

Finding 1.8: Data from faculty, administrators, Egyptian Sign Language interpreters, GOE personnel, and deaf students themselves maintain that deaf students enter university with serious deficiencies in reading and writing, due to failures of access in primary education.

Barriers for Students who are Blind and have Visual Disabilities

Finding 1.9: Data from student, faculty, and administrator interviews demonstrate that blind students and those with visual disabilities face severe restrictions in accessing their selected field of study due to formal exclusions (e.g., bylaws) and informal decision-making in certain faculties and departments.

Finding 1.10: Egyptian law does not require book publishers to provide accessible formats of books for individuals with print reading disabilities. Moreover, the GOE has not ratified the Marrakesh Treaty[9].

Finding 1.11: As revealed in student group discussions and by assistive technology staff, the practice of alternative formats for courses and exams, and accessible teaching techniques for people with visual disabilities (e.g., PDFs; PPTs) are virtually unknown to university professors. They are regarded as a good will measure, not a right/measure of equal access. Moreover, students, faculty, and library staff state that student access to course materials in accessible formats is frequently dependent on the individual discretion of faculty members.

Finding 1.12: Assistive technology and library personnel report shortages of staff, assistive technology, and technical know-how on up-to-date print access accommodations (e.g., updated software usable for Arabic language). They (along with students) also report delays in obtaining accessible formats of academic material (braille, large print, audio recordings), due to resource limitations.

Barriers for Students with Physical Disabilities

Finding 1.13: The Egyptian Building Code accessibility standards are non-binding, not monitored, and sometimes unfamiliar to relevant personnel. Physical barriers are overwhelmingly present at all Egyptian universities and technical colleges. These impede movement around campus; entry and

[9] This treaty, entitled "Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled" is an international copyright treaty that aims to reduce the global shortage of print materials in special accessible formats for persons who are blind, visually impaired, or have other print disabilities, such as physical disability that prevents holding a book.

egress into academic, extra-curricular, and housing structures; and toilet access, as revealed by audit results, and student, faculty and engineering department interviews.

Finding 1.14: Administrators, faculty, and engineering staff cite resource limitations as a major obstacle to ensuring physical access, especially to old buildings.

Finding 1.15: Furthermore, accessibility policies, plans for barrier removal, and monitoring and evaluation are not in place in most universities. Technical colleges are particularly inaccessible. Reliance on the goodwill of other students is often the only option for overcoming physical barriers inside and outside of campus buildings. Physical barriers sometimes prevent students with physical disability, especially wheelchair users but also blind students, from attending lectures and activities.

Needs of Students with Disabilities

Finding 1.16: Students would like equal access to higher education facilities, and services, including academic and extra-curricular programs, without discrimination on the basis of disability.

Finding 1.17: Students seek protection against arbitrary decision-making and discriminatory treatment in admissions, accessing courses, and taking examinations.

Conclusion 1.1: Data on enrollment of students with disabilities in universities and technical colleges are largely unavailable and, where available, are incomplete. Existing data reflect under-reporting, due to student reluctance to self-identify and/or disclose their disability, a phenomenon rooted in stigma.

Conclusion 1.2: Students with disabilities are experiencing multiple barriers to and within higher education. Needed accommodations are not provided on a consistent and ongoing basis.

Conclusion 1.3: Deaf students are unprepared at primary and secondary school levels (inclusive or mainstream) for the rigors of higher education.

Conclusion 1.4: The public higher education system has not yet recognized, supported or developed ESL, to the detriment of Egyptian deaf and hard-of-hearing persons and their education. Nor has it taught or accredited audiology specialists to meet early detection and intervention needs.

Conclusion 1.5: Students who are blind and have visual disabilities face discrimination in accessing their chosen field, as well as inequality of access to course materials/exams.

Conclusion 1.6: The legal framework is seriously deficient in protecting the right of blind and visually impaired students to access print materials in higher education (and generally).

Conclusion 1.7 The legal/regulatory framework is seriously deficient in addressing ICT accessibility in conformity with international standards and guidelines.

Conclusion 1.8 Students with physical disabilities, especially mobility impairments, often face insurmountable obstacles in accessing the built environment on campus. This seriously limits their regular attendance at lectures and, accordingly, their access to quality education.

Conclusion 1.9 Accessibility standards for barrier-free built environments, where known at all, are insufficiently monitored and are providing no basis for improvement in nearly all institutions of higher education.

Recommendation 1.1: Capacity building for disability data collection in Higher Education Institutions (HEIs) is needed.

Recommendation 1.2: Strengthen legal and regulatory framework in the light of Egypt's international obligations and constitutional mandates. Ratify the Marrakesh Treaty, and build knowledge and understanding to support its implementation.

Recommendation 1.3: Develop the capacity of the Supreme Council of Universities (SCU) on Web Content Accessibility Guidelines 2.0 and related standards.

Recommendation 1.4: Support the development of disability-inclusive procurement policies, for instance, to ensure procurement of accessible information and communication technology.

Recommendation 1.5: Develop university-wide policies and practices that ensure students with disabilities access services to receive maximum benefit from their education opportunities.

Recommendation 1.6: Strengthen HEI response to address instances of direct and indirect discrimination on the basis of disability,[10] and gaps in disability support provision.

Recommendation 1.7: Provide disability law and policy technical training and awareness within HEIs.

Recommendation 1.8: Support training and technical assistance to raise the awareness of government officials about the legal requirements, providing clear, quality standards, and building up the government's capacity for implementation.

Recommendation 1.9: Provide technical assistance to strengthen disability support services through:

a. Training in good practices for disability support service policies, guidelines for support provision, planning, and data collection.
b. Training to educate disability support staff and faculty on student needs and rights in accessing quality education, including through disability accommodations.
c. Support for development of regional disability support centers of excellence within well-functioning existing university centers, geographically dispersed.

Recommendation 1.10: Provide disability self-advocacy training for students entering HEIs and all newly matriculated students.

Recommendation 1.11: Provide disability awareness training for faculty, staff, and administrators.

[10] Discrimination on the basis of disability, as set forth in the Convention on the Rights of Persons with Disabilities, entails not only direct discrimination but also indirect instances of discrimination, including those brought about by the failure to provide disability supports and accommodation. Article 2 defines "discrimination on the basis of disability" means "any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation."

Recommendation 1.12: Identify, prioritize, and effectively plan for barrier removal, drawing on the technical expertise of qualified DPOs and NGOs.

Recommendation 1.13: Support training of HEI engineering departments responsible for infrastructure upkeep in Egyptian Building Code standards on accessibility.

Recommendation 1.14: Support innovative pilots utilizing HEI faculty and students, including students with disabilities, to integrate barrier removal into practical training and service learning.

Recommendation 1.15: Training for faculty and staff on the necessity of facilitating student access to course materials in accessible formats, strategies for delivering content accessibly where possible, or for modifications to provide better access to students.

Recommendation 1.16: Capacity building for HEIs to coordinate for the timely distribution of quality accessible formats to students with disabilities.

Recommendation 1.17: Provision of assistive technology equipment (see Question 4 for specifics), and training on how to use it to provide quality print access accommodations.

Recommendation 1.18: Technical assistance for the development of clear policies and procedures on providing equal access to examinations.

Recommendation 1.19: Training faculty and HEI administrators on their duty to make examinations accessible, and for the provision of accommodations that do not fundamentally alter the nature of the academic program.

Recommendation 1.20: Support training of Supreme Council of Universities and HEI information and communications personnel on international standards and guidelines on web content accessibility and their application to HEIs.

Recommendation 1.21: Give practical training to faculty on accessibility practices for PDFs, PowerPoints, and other modes of content delivery.

Recommendation 1.22: Support the development and piloting of online courses in accessible formats.

Recommendation 1.23: Support targeted interventions to incentivize the development of disability expertise within the curricula and research agendas of higher education, prioritizing areas of critical need such as inclusive education training, teaching of Egyptian Sign Language, teaching and training on occupational therapy and rehabilitation, disability law and policy, accessible design (architecture, engineering), accessible information and communication technology, among others.

Assessment Question 2: Describe and rank Egyptian public universities and regional technical colleges which have favorable conditions for students with disabilities that promote their participation and engagement in the college life, taking into account admissions, infrastructure, policies, and accommodation in student dormitories, lecture rooms/labs, scholarships, extra-curricular activities, and graduation rates. The assessment must organize this rank by type of disability.

Finding 2.1: In the overall university rankings, two universities (8.7%) score in the high favorability range, 14 universities (60.9%) score in the medium favorability range, and seven universities (30.4%) score in the low favorability range.

Finding 2.2: According to the university rankings on hearing disability, one university (4.4%) scores in the high favorability range, five universities (21.7%) score in the medium favorability range, and 17 universities (73.9%) score in the low favorability range.

Finding 2.3: According to the university rankings on visual disability, seven universities (17.4%) score in the high favorability range, 14 universities (60.9%) score in the medium favorability range, and two universities (8.7%) score in the low favorability range.

Finding 2.4: According to the university rankings on physical disability, four universities (17.4%) score in the high favorability range, 16 universities (69.6%) score in the medium favorability range, and three universities (13.0%) score in the low favorability range.

Finding 2.5: In the overall technical college rankings, all five technical colleges assessed (100%) score in the low favorability range.

Finding 2.6: According to the technical college rankings on hearing disabilities, one technical college (20%) scores in the medium favorability range, while four (80%) score in the low favorability range.

Finding 2.7: According to the technical college rankings on visual and physical disabilities, all five colleges (100%) score in the low favorability range.

Conclusion 2.1: There is no uniformity as to how HEIs approach the accommodation of students with disabilities generally, or in relation to how they provide supports to students within the disability types.

Conclusion 2.2: The existence of a disability support office with a dedicated staff and a university-wide disability policy result in a more favorable enabling environment for students with disabilities than those without such a framework.

Conclusion 2.2: Public regional technical colleges consistently rank lower than their public university counterparts.

Conclusion 2.4: An overwhelming majority of the public universities (73.9%) are ranked as "low favorability" for the deaf and hard of hearing, the least favorably ranked among the three disability types among public universities.

Recommendation 2.1: Support HEIs to develop institutionalized disability frameworks that include (a) a disability policy and (b) a disability support office, with specific processes and procedures for providing disability accommodations to students with disabilities.

Recommendation 2.2: Support capacity building of faculty and staff. This would overcome accommodation challenges for students with disabilities that could otherwise be remediated with improved understanding of faculty and staff regarding hearing, visual, and physical impairments.

Recommendation 2.3: Assessment Question 3 identifies specific HEIs that are "highly recommended" and "recommended" for interventions.

Assessment Question 3: Based on existing capacity as well as potential, which of Egypt's faculties and programs at public universities and regional technical colleges should be supported for people with disabilities (provide names of programs/faculties and location). Provide criteria and an analysis of your selection supported by data and statistics available.

Finding 3.1: The criteria for selection are current capacity on disability inclusion; university (executive level) commitment to disability inclusion; geography; size; opportunity to influence other institutions; and focus on improving accessibility for usability to enhance sustainability.

Finding 3.2: The universities with the greatest capacity to receive support directed at improving accessibility for persons with disabilities are Fayoum, Cairo, Helwan, and Mansoura universities.

Conclusion 3.1: Although certain universities have been identified as having the best potential for support, this does not mean that other HEIs should not receive support, as evidenced in the findings, conclusions, and recommendations in other parts of this assessment. Rather, it identifies HEIs that have an enabling environment for advancing accessibility to students with disabilities, and that are well positioned to achieve continued results.

Recommendation 3.1: Support 4-5 public institutions in a comprehensive "whole of institution" approach to improve access to facilities, and services programs for students with physical and sensory disabilities.

Recommendation 3.2: Target support for other public institutions. Examples include assistive technology; assistive technology training; training on the provision of student accommodations; establishment of academic disability studies, especially ESL; and E-learning (to address content gaps on disability and accessibility to E-learning for all.

Assessment Question 4: Describe university and regional technical college support services and equipment necessary for students with visual and hearing disabilities and other types of disabilities to improve the quality of education for students with disabilities and identify the equipment, infrastructure requirements and average costs required to provide people with disabilities with a successful university and technical college experience (cost/student). This analysis should be conducted per university and technical college.

Finding 4.1: The assistive technology audit revealed needs for equipment/updated equipment. Interviews also brought up the need for training on assistive technology for students, staff, faculty, and E-learning professionals.

Conclusion 4.1: AT computer hardware, such as large text keyboards and pointing devices, are needed.

Conclusion 4.2: Also needed is accessible computer input – physical disabilities, e.g., adapted or alternative keyboards and mouse, switches and switch access, word prediction, speech recognition,

symbol based software, text to speech, word prediction and word banks, phonetic spell checkers, speech recognition, digital voice recorders.

Conclusion 4.3: AT hardware and software – visual disability needs include CCTV magnifiers, reading machines, audio books and audio book players, braille embossers, screen magnifiers and readers, speech recognition, voice recording.

Conclusion 4.4: Accessible computer input – visual disability – is needed (e.g., screen magnifiers and readers, speech recognition, braille translation software with embossers).

Conclusion 4.5: AT computer hardware – Deaf/hard-of-hearing – is required (e.g., quality video recording cameras).

Conclusion 4.6: AT for deaf and hard of hearing includes closed captioning and visual/pictorial representations.

Conclusion 4.7: Training/technical assistance in the use of assistive technologies for students with disabilities is required.

Conclusion 4.8: Training/technical assistance to faculty on accessible teaching (e.g., techniques for making visual media in lectures accessible to blind students) is required.

Conclusion 4.9: Training/technical assistance for professionals (including individuals providing education and library services), employers, or other individuals who provide services to students/faculty/staff with disabilities is required.

Recommendation 4.1: Support the procurement of assistive technology and training for HEIs.

Recommendation 4.2: Support the development of training curricula for accessible ICTs.

Assessment Question 5: What are the gender dynamics for people with disabilities in public universities and regional technical colleges (are they related to the specializations offered in the university?) Are they different from gender dynamics of non-PWD? How so? And identify any major inequity challenges and steps that should be taken to reach gender parity.

Finding 5.1: Data gaps exist on the number of students with disabilities (male and female) enrolled.

Finding 5.2: Females with disabilities are regarded as less marriageable by families and a potential threat to the marriageability of female siblings.

Finding 5.3: A female student with a disability is reported to be more likely pushed into higher education due to assumptions about marriageability, and the perception of the need to attain economic self-sufficiency.

Finding 5.4: Female students with physical disabilities are reported to be less likely than male counterparts to accept assistance from strangers/non-family members in surmounting barriers on campus. They are more likely to require the personal assistance of a family member to navigate inaccessible barriers.

Conclusion 5.1: General (societal) attitudinal barriers impact female students differently, creating additional obstacles to accessing transportation and transiting around campus unless a family member is available to provide assistance.

Conclusion 5.2: Improvements to physical infrastructure will improve female students' access to quality education/lessen the impact on family members.

Recommendation 5.1: Provide technical assistance to support the GOE (e.g., CAPMAS, National Council for Disability Affairs) and HEIs to collect appropriate statistical and research data.

Recommendation 5.2: Utilize such data to formulate and implement policies designed to address and dismantle barriers to HEIs for students with disabilities.

Recommendation 5.3: Provide training to address pre-higher education barriers through self-determination and self-advocacy skills and other non-academic skills to enable success in higher education.

Recommendation 5.4: Provide technical assistance and training to identify, prioritize, and remove physical and transport barriers disproportionately impacting women with disabilities.

Assessment Question 6: After graduation with a university or technical degree, in which employment fields are people with disabilities accepted in the labor market? Are the people with disabilities applicants discriminated against because of their disability? Describe how?

Finding 6.1: There are data gaps on university/technical college graduates with disabilities as well as their employment.

Finding 6.2: There is a 5% quota for employers with 50+ employees. Pending legislation seeks to reduce the quota to 20+ employees.

Finding 6.3: The quota system is seen as problematic. Employers satisfy the quota by paying disabled "employees" meager salaries to stay home.

Finding 6.4: The legal framework provides no guarantee of protection against discrimination on the basis of disability. That includes the provision of reasonable accommodation in recruitment, hiring and employment, continuance of employment, career advancement, and safe and healthy working conditions.

Finding 6.5: Sixty-four businesses hired persons with disabilities (1,040 employed) through a Ministry of Social Solidarity initiative in FY 2016; Disability Inclusive Employment Network established (ILO).

Conclusion 6.1: The quota system is not effective in facilitating entry into quality, genuine employment opportunities.

Conclusion 6.2: While small scale among Egyptian and international companies, emerging corporate social responsibility efforts to address accessibility to the labor market indicate promising practices.

Conclusion 6.3: The legal framework must ensure a duty to accommodate and guidance must be given as to the process and procedures of providing reasonable accommodation for persons with disabilities.

Recommendation 6.1: Establish and make available a thorough inventory and clearinghouse of existing training programs for skills needed to address employment gaps in the marketplace.

Recommendation 6.2: Develop and support high quality partnerships with private sector employers that include hiring agreements and access to career advancement.

Recommendation 6.3: Construct tools and training manuals that provide program funders, counselors, and disabled job seekers better information on labor market demand in Egypt, with opportunities for continuous feedback.

Assessment Question 7: Recommend which Egyptian institutions (specific university or technical college departments/faculties) best poised to help people with disabilities entry into the labor market based on past experience, existing resources and capacity, proximity to private sector, responsiveness to engage in new opportunities, or other relevant criteria as identified by the assessment team. What are the types of assistance they need to expand their work?

Finding 7.1: The institutions (three universities) best poised to help people with disabilities enter into the labor market are those that have Career Development Centers (CDCs) or services that cater to career development for students.

Finding 7.2: Faculties currently accepting students with disabilities (overwhelmingly represented in the Faculties of Arts, Commerce, Law, Arabic Language and Islamic Studies, Specific Education), and those located in metro areas close to the private sector (Cairo and Alexandria)) are also factors that may support career development.

Finding 7.3: Specific training, including a trained outreach officer, could support disability inclusion in career development services.

Finding 7.4: Strengthening partnerships between career services and DPOs and NGOs supporting persons with disabilities in finding employment was commonly referenced as useful.

Finding 7.5: The identification of companies open to hiring persons with disabilities was also considered a necessary element in assisting students with disabilities.

Finding 7.6: Data on employment in the private sector, disaggregated on the basis of disability and gender, is a need for best guiding students with disabilities into employment.

Conclusion 7.1: HEIs with existing CDC infrastructure that are already serving students with disabilities are best poised to assist their entry into the labor market.

Conclusion 7.2: Those HEIs without formalized CDCs, but which nonetheless provide career development supports to the student body, are well poised to assist students with disabilities.

Conclusion 7.3: There are HEI assistance needs in the areas of career development and employment opportunity services that cater to students with disabilities.

Conclusion 7.4: Data gaps stand in the way of understanding with precision the assistance needs, and further underscore the need for HEIs (and employers) to collect disability specific data.

Conclusion 7.5: Those HEIs without any formalized career development services, but which provide such services to the student body require support on disability inclusion.

Recommendation 7.1: Promote disability inclusive career development and employment opportunity services, in both the existing formalized CDCs and informal career development services.

Recommendation 7.2: Provide training on how to design disability inclusive job fairs, career counseling, and mentoring, especially among those HEIs not serving students with disabilities.

Recommendation 7.3: Provide technical support for capturing data on employment of graduates with disabilities for CDCs, in coordination with the National Council on Disability.

Recommendation 7.4: Support the establishment of linkages between HEI CDCs and services to employers, and partnerships with private sector companies for internships and job placements.

Assessment Question 8: Who are the people with disabilities stakeholders – other donors, policy- makers, university and technical college administrators, teachers, families, and students with and without disabilities – that can contribute to improving educational opportunities and outcomes for university students with disabilities? And identify current programs in this area including donor assistance, if any, listing challenges and best practices developed by other donors if they are available.

Finding 8.1: Data reveal that there are DPO initiatives to support students with disabilities in higher education. These include physical accessibility audits to flag barrier-removal priorities (HELM), interpreter services for deaf students (Alexandria DPO), and disability awareness events on university campuses (Cairo University Arts Festival). However, the data also show that promising programs are under-resourced, and piloted without replication and scale-up (e.g., barrier removal; self-advocacy training; legal advocacy).

Conclusion 8.1: Egyptian institutions of public higher education are demonstrably receptive to technical assistance to improve their accessibility to students with disabilities.

Conclusion 8.2: The GOE has an ongoing, consistent, and genuine commitment to advancing disability inclusion and supporting the rights of persons with disabilities generally, and in higher education and employment.

Conclusion 8.3: DPO practices are providing much-needed supports to improve accessibility and raise awareness, but require additional resources to meet needs.

Recommendation 8.1: Technical assistance for GOE and HEI administrations to develop disability policies is needed.

Recommendation 8.2: Support and bring to scale DPO and NGO partnerships with HEIs to improve access of students with disabilities to quality education.

Recommendation 8.3: Disseminate this report and other information on the needs of students with disabilities in HEIs within the Donor Coordination Group, to elicit support opportunities in existing and future donor programs.

Assessment Question 9: Recommend how to involve the private sector to work with universities and regional technical colleges to support people with disabilities, with special emphasis on the incentives that would encourage the private sector to participate.

Finding 9.1: Private sector employers report the existence of CSR programs with the potential for disability inclusion.

Finding 9.2: While private sector employers are interested in obtaining qualified candidates with disabilities, they face a shortage of qualified recruits. There is also a lack of disability-specific policies and workplace accommodation procedures/expertise.

Conclusion 9.1: Opportunities exist to engage the private sector in employing graduates with disabilities, provided they are trained in skills required for relevant job sectors.

Recommendation 9.1: Incentivize the private sector through technical assistance provision on workplace disability inclusion policies, planning, and accommodation best practices.

Recommendation 9.2: Stimulate partnerships between HEIs and private sector employers through internship and job placement services, matching qualified graduates with disabilities to employers.

Recommendation 9.3: Train private sector on disability inclusion in CSR programs, including scholarship and mentoring programs.

Recommendation 9.4 Institute measures to promote entrepreneurship and enterprise development among people with disabilities.

Assessment Question 10: Recommend potential programming scenarios for providing services to people with disabilities in universities and technical colleges. Recommendations should be based on the analysis obtained from the previous questions and should also take into account other donor assistance being provided including any best practices developed by others.

Finding 10.1: The "Whole of Institution" approach is supported by international standards and best practices.

Finding 10.2: Interviews reveal the utility of targeted interventions to address discrete needs for legal and regulatory reforms (CRPD reporting on higher education); procurement of assistive technology; barrier-removal planning; faculty/student/staff awareness programming; technical assistance in academic programming; high quality, Arabic language resources on disability rights; self-advocacy for university and college students with disabilities; disability service provision and good practices; individual accommodation good practices in higher education; employer workplace accommodations; and accessible ICTs.

Conclusion 10.1: Targeted investments to support systemic barrier removal to higher education for students with disabilities is readily achievable and sustainable.

Recommendation 10.1: A "whole of institution" approach is recommended for programming to provide (1) technical assistance, (2) training and education support, and (3) assistive technology equipment to accommodate persons with disabilities in public universities and technical colleges.

Recommendation 10.2: Principal areas of recommended technical assistance support include (1) legal and policy support to the Government of Egypt, and (2) barrier removal identification and planning.

Recommendation 10.3: Principal areas of recommended training and education support include (1) Disability Support Center training, (2) student self-determination and advocacy training, (3) faculty and staff disability awareness training, (4) disability inclusive curricula development in key areas of academic programming, (5) disability accommodations for examinations, (6) employer workplace disability policy making and provision of reasonable accommodations, (7) ICT access support within the Supreme Council of Universities, and (8) assistive technology training in gap areas.

Recommendation 10.4: Principal areas of recommended assistive technology equipment support include (1) specific Microsoft and MAC operating systems, (2) screen readers/magnifiers, (3) dictation and print to speech applications, (4) note taker and recorder hardware/software, (5) computer physical aids, and 6) other assistive technologies to accommodate the deaf and hearing impaired, visually impaired, and physically disabled students.

Recommendation 10.5: One approach is to focus on the provision of base-level support for a small number of public higher educational institutions (HEIs), together with support for strengthening the law and policy framework on which disability inclusion in higher education must be built.

Recommendation 10.6: A more comprehensive approach would expand the coverage of base-level support to HEIs, and provide incentivized opportunities for augmented supports and interventions well beyond a base-level of support for HEIs that show progress in attaining base-level accessibility.

7. Overall Conclusion

The experiences and voices reflected in this report – especially of students with disabilities themselves – have important implications for advancing, in tangible and achievable ways, institutional policies, practices, and programming to achieve full and equal participation of students with disabilities in Egyptian public higher education.

The GOE has demonstrated a strong commitment to improving opportunities for students with disabilities to enter and succeed in HEIs and, thereafter, contribute to the economic development of the country. While much attention by development donors in the past has focused on accessibility of primary and secondary education for students with disabilities, little to no attention has been given to enhancing access and opportunity in HEIs. The GOE is now placing emphasis on accessibility to institutions of higher education. For the first time, although in a limited way, the adoption of the Supreme Council of University decree of September 13, 2015 facilitating access of deaf students to higher education and the Supreme Council of University decree of June 23, 2016 to improve equality of opportunity in the selection of courses for students with disabilities are examples of increased accessibility to higher education. President el-Sisi's April 26, 2017 declaration of 2018 as the Year of Persons with Disabilities is providing further momentum and commitment in disability rights.

The adoption of specific, concrete, and measurable steps to build on the momentum and initiative of the GOE in supporting disability inclusion will contribute to achieving the Sustainable Development Goals, especially Goals 1 (Poverty), 3 (Good Health and Well-Being) 4 (Quality Education), 5 (Gender Equality), and 8 (Decent Work and Economic Growth). Likewise, such measures will support the implementation of obligations undertaken by Egypt under the CRPD and other instruments. Support for accessible higher education will also go a long way in advancing the rights of persons with disabilities to access employment, obtain an adequate standard of living, and otherwise achieve the aims set out in the 2014 Egyptian Constitution.

INTRODUCTION

Taha Hussein, Dean of Cairo University's Faculty of Arts, President of Alexandria University, Minister of Education, renowned scholar, distinguished professor, prolific author, and blind person articulated his vision of education for Egypt as follows: *I see an Egypt in which education embraces all the people.*[1]

Taha Hussein was forward thinking and education was, for him, a matter of social justice and equality, not charity; it was to be given to all without distinction. His dream remains a promise unfulfilled for students with disabilities across the Egyptian public higher education system. Yet, there is currently a strong foundation for making significant headway in improving the accessibility of public higher education to students with disabilities. Research suggests that this, in turn, will yield benefits for the educational system as a whole, beyond enhancing access for students with disabilities.

Egypt is not distinct in needing to address barriers that make equal access to quality education difficult for students with disabilities, but it does face some significant challenges, as revealed by the findings in this assessment. Nonetheless, a number of concrete measures have been undertaken by the Government of Egypt (GOE) during the past ten years to create an enabling environment to increase the accessibility of Egyptian higher education to students with disabilities. Moreover, many of the strategies directed at enhancing accessibility to students with disabilities will enhance the accessibility and usability of higher education facilities, programs, and services for all, as research bears out. As such, the existing GOE political will, heightened awareness of and interest in addressing existing higher education barriers, including by the Supreme Council of Universities (SCU) and university presidents, augers well for the feasibility and achievability of development investments in this context.

Notwithstanding the barriers that students with disabilities experience in accessing quality education in Egypt's public institutions of higher education, two further factors weigh positively in favor of bringing about significant improvements. First, a sea change is underway in development. The longstanding neglect and invisibility of persons with disabilities as development stakeholders is both acknowledged and specifically recognized in global development policy at all levels, including in the Sustainable Development Goals (SDGs),[2] in the widely ratified Convention on the Rights of Persons with Disabilities (CRPD)[3] to which Egypt is a State Party, and in the embrace of disability inclusive development by donors, including USAID.[4] Second, and most fundamentally, the GOE has demonstrated a consistent and ongoing interest in and commitment to identifying the barriers that inhibit the full participation of Egyptians with disabilities in society, and in the realization of their human rights. This is reflected not only in the inclusion of numerous provisions on persons with disabilities in the 2014 Constitution,[5] the action to create the National Council on Disability in 2011, the representation of persons with disabilities in Parliament, and the support of this assessment by the Ministry of Higher Education and Scientific Research (MOHESR). Notably, a June 23, 2016 decree by the Supreme Council of Universities eliminates restrictive policies on including students with disabilities in higher education in their faculties of choice, allowing qualified students with disabilities to seek entry into their faculty of choice, with rights of appeal where not allowed. Efforts to implement this new policy are underway for the 2017/2018 academic year. On April 26, 2017, President el-Sisi announced the designation of 2018 as the Year of Persons with Disabilities in Egypt. The foundation is accordingly laid for movement on the

[1] Taha Hussein, *Mostaqbal Al-Thaqafa fi Misr (The Future of Culture in Egypt)* (1938).
[2] United Nations General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development,* UNGA Resolution A/RES/70/1, 25 September 2015.
[3] Convention on the Rights of Persons with Disabilities, G.A. Res. 61/106, U.N. Doc. A/Res/61/106 (Dec. 13, 2006).
[4] See especially USAID Disability Policy (2004).
[5] Egyptian Constitution of 2014, art. 53 (prohibiting discrimination, inter alia, on the basis of disability); art. 81 (guaranteeing "the health, economic, social, cultural, entertainment, sporting and education rights of dwarves and people with disabilities").

disability inclusion agenda.

It is against this background that the USAID Office of Education and Health (OEH), at the request of the MOHESR, funded four three-person field teams, specialized in international disability law and policy, inclusive education,[6] assistive technologies, and facility accessibility to conduct key informant interviews and group discussions with: (a) Egypt's twenty-four public universities and eight public regional technical colleges, faculty, and administrators; (b) relevant GOE agencies, (c) disabled persons' organizations (DPOs) and other civil society organizations (CSOs); (d) international and national donor organizations; (e) local/multinational private sector businesses that employ and/or train persons with disabilities; and (f) currently enrolled and graduated students of public higher education.

Assessment Purpose

The USAID/Egypt OEH is undertaking this assessment to better understand the educational needs of students with disabilities, as well as the services public universities and regional technical colleges can provide to improve their accessibility to these students. The assessment may inform the design of future programs. Based on global best practices, the program's objectives are to:

1. Provide persons with disabilities and university staff with information on support services and assistance approaches that aim at successfully including students with disabilities into the public university and technical college community, and types of disability accommodations currently available or required.
2. Support (public) universities and technical colleges in the upgrade of facilities and services to meet the needs of students with disabilities through the promotion of inclusive education practices that address their needs, including, for example, the use of sign language interpretation, braille, assistive technology, and other learning aids.
3. Develop adaptive academic, social, work training, and study abroad programs for persons with disabilities aimed at integrating them into the larger university community and into society.
4. Increase outreach activities to raise awareness of the capabilities and contributions of successful persons with disabilities in higher education, and to combat prejudices and harmful practices against persons with disabilities.
5. Work with private sector entities to raise awareness and engage businesses on the importance and benefits of employing persons with disabilities in university Career Development Centers (CDCs).

Assessment Questions

Taking into account the areas of inquiry above, the assessment sought to answer the following questions regarding persons with disabilities in Egyptian institutions of public higher education:

1. Assess current people with disabilities' needs and current demand regarding education for students with disabilities in Egypt; examine the number of students with disabilities enrolled in Higher Education system, and the types of universities/technical colleges they attend. Are there certain students with disabilities who are not receiving quality education or even were rejected to enroll to universities or technical colleges due to their disability? If so, identify the barriers preventing them from accessing quality education (school/family/community).

[6] Inclusion as understood in the context of this assessment is, at its core, focused on transforming systems to allow participation and, thus, inclusion for all. Inclusion is not achieved by the mere insertion of students with disabilities into existing structures that may or may not be accessible for them and responsive to their needs (UNICEF, *Learning Guide on the Convention on the Rights of Persons with Disabilities* (2009). Further, inclusive education, where effective: (1) identifies the barriers that inhibit the participation of students with disabilities; and (2) implements specific, achievable strategies for removing such barriers. CRPD, *supra* note 3, at arts. 3, 4, 5, 24.

2. Describe and rank Egyptian public universities and eight regional technical colleges (listed in the Scope of Work, Annex I) which have favorable conditions for students with disabilities that promote their participation and engagement in the college life, taking into account admissions, infrastructure, policies, and accommodation in student dormitories, lecture rooms/labs, scholarships, extra-curricular activities, and graduation rates. The assessment must organize this rank by type of disability.
3. Based on existing capacity as well as potential, which of Egypt's faculties and programs at public universities and regional technical colleges should be supported for people with disabilities (provide names of programs/faculties and location). Provide criteria and an analysis of your selection supported by data and statistics available.
4. Describe university and regional technical college support services and equipment necessary for visually and hearing impaired students and other types of disabilities to improve the quality of education for students with disabilities and identify the equipment, infrastructure requirements and average costs required to provide people with disabilities with a successful university and technical college experience (cost/student). This analysis should be conducted per university and technical college.
5. What are the gender dynamics for people with disabilities in public universities and regional technical colleges (are they related to the specializations offered in the university?) Are they different from gender dynamics of non-PWD? How so? And identify any major inequity challenges and steps that should be taken to reach gender parity.
6. After graduation with a university or technical degree, in which employment fields are people with disabilities accepted in the labor market? Are the people with disabilities applicants discriminated against because of their disability? Describe how?
7. Recommend which Egyptian institutions (specific university or technical college departments/faculties) best poised to help people with disabilities entry into the labor market based on past experience, existing resources and capacity, proximity to private sector, responsiveness to engage in new opportunities, or other relevant criteria as identified by the assessment team. What are the types of assistance they need to expand their work?
8. Who are the people with disabilities stakeholders – other donors, policy- makers, university and technical college administrators, teachers, families, and students with and without disabilities – that can contribute to improving educational opportunities and outcomes for university students with disabilities? And identify current programs in this area including donor assistance, if any, listing challenges and best practices developed by other donors if they are available.
9. Recommend on how to involve the private sector to work with universities and regional technical colleges to support people with disabilities, with special emphasis on the incentives that would encourage the private sector to participate.
10. Recommend potential programming scenarios for providing services to people with disabilities in universities and technical colleges. Recommendations should be based on the analysis obtained from the previous questions and should also take into account other donor assistance being provided including any best practices developed by others.

The complete Scope of Work is provided in Annex I.

The Assessment Team

SIMPLE assembled a team of international and Egyptian experts with a diverse range of skills to undertake the assessment. Expertise included international and comparative disability law, assistive technology, inclusive education, disability studies, higher education, survey methodology, statistical analysis, and inclusive development. Notably, the team membership comprised persons with disabilities who have (1) attended Egyptian public higher education; (2) attended higher education programs in the

United Kingdom and United States; (3) benefited from disability accommodations; and/or (4) worked in the public and private sector in Egypt. Overall project direction, was provided by Dr. Richard Gaeta. The Assessment Manager was Ahmed Gabr. The Project Manager was Mr. Hossam Hussein. The desk review conducted prior to field work, together with in-country field work, was led by Team Leader, Mrs. Janet E. Lord, supported by Co-Team Leader, Dr. Allison deFranco. Field team leaders included Dr. Abdel Hamid Kabesh, Dr. Nadia Adib Bamiah, Mr. Mostafa Attia, and Ms. Amira El-Refaei. Field team members also included the following technical experts: Dr. Nadia El-Arabi, Ms. Nadia Abdel Hadi, Ms. Nesma Gad, Ms. Mahasen El-Sayed, Ms. Heba Kholeif, Mr. Sherif El-Sayed, Ms. Menat Hussein, Mr. Jihan Farouk, and Mr. Philip Habib. Field coordinators were Ms. Rana Medhat, Ms. Amaal Refaat, and Mr. Hany Hussein. Website audit assistance was provided by Mr. Daniel Mertus. The assessment statistician was Ms. Engy Gamal. SIMPLE team research, technical support, and coordination was provided by Ms. Mervat Shoukry.

Assessment Design, Methodology, and Analysis

The team employed a mixed-methods approach to collect and analyze data (refer to Annex II for Methods and Limitations). In preparation for the field work, the assessment team designed 19 data collection tools, consisting of nine key informant interview protocols, three group discussion protocols, two paper and pencil surveys, two online surveys, a facility accessibility tool, and a checklist (refer to Annex III). In addition, the team reviewed key documents prior to and after arrival of the expatriate consultants in Egypt (refer to Annex V for a bibliography of documents consulted). Key informant interviews (KII); site visits to educational institutions, GOE offices, donors, businesses, and educational institutions; and structured surveys were all used to collect information. The team's practice was to combine a KII with the administration of structured survey instruments, and a site visit.

Academic and administrative staff, as well as students with physical and sensory disabilities, from 23 public universities and eight technical colleges, were interviewed.[7] The assessment Field Manual was developed, drawing on the research team's knowledge and experience of the research area, interviews with GOE and other stakeholders in pre-assessment planning, revision based on USAID inputs, and a comprehensive desk review (refer to Field Manual in Annex III).[8]

Desk Review: The team conducted a thorough review and indexing of all the documents provided by USAID/Egypt and the GOE, including those related to this assessment, and a variety of materials on international and domestic law, policy, and practice on disability inclusion in higher education to inform the work of the team. These documents and data sources included existing disability assessments (Egypt and other developing countries); surveys; data records; and donor and DPO/NGO reports about persons with disabilities in primary, secondary, and higher education, and in employment. The team focused its strategic document review on literature published from 1990 to the present time, drawing particularly on early assessments of higher education and disability inclusion in other countries for a comparative perspective that would be most germane to the Egyptian context. Data and documents published within the last ten years were also reviewed, especially where such research yielded studies of accessibility in developing country higher education contexts.

[7] Security considerations prevented an on-site visit to El Arish University, and contingency arrangements to conduct interviews in person at an alternative site did not materialize.

[8] The desk review consisted of a review of (1) Egyptian disability law and policy framework; (2) international law and policy standards pertinent to persons with disabilities in higher education and employment, with a focus on Egypt's treaty obligations; and (3) leading research on disability inclusion in higher education in both developed and developing countries, including those addressing implementation of the Convention on the Rights of Persons with Disabilities. A complete list of references is attached as Annex V.

Key Informant Interviews (KIIs): The team conducted 221 KIIs with students, faculty, and administrative staff at higher education institutions, and with government officials from key ministries and agencies, donors, representatives from private sector employers, and DPOs and NGOs focused on disability programming. A total of 887 individuals were reached during the course of the assessment. In accordance with 22 CFR 225.101(b)(2) and associated USAID "Common Rule" policies, data are anonymized to avoid identification of individuals.

Group Discussions: The team conducted 86 group discussions with students and faculty. Some were conducted separately with students with disabilities and faculty members. In some instances, joint group discussions (faculty and students with disabilities) were held on account of scheduling expediency.

Student and Faculty Surveys: The team developed two structured survey instruments using Survey Monkey, an accessible and widely available web-based software. The surveys were intended to maximize the amount of data collected for analysis, especially from students or graduates with disabilities who wanted to participate, but could not attend a group discussion. They were also used to collect data in a uniform database format to provide ease of tabulation and analysis. After developing the survey instruments, the team tested them with persons with disabilities, including individuals using assistive technology, and made revisions before administering them on a wider scale. The online surveys were distributed to HEIs on site and via email for online participation. It should be noted that an exact count is not available as links to the survey instruments were shared within universities and among disability networks. In total, 186 individuals responded to the student survey, and 64 to the faculty survey.

Assessment Analysis

The assessment team utilized a mixed methods approach. This included quantitative and qualitative data sources. It also included data collection and analysis methods designed to respond to the assessment questions. Data was analyzed against the desired four assessment objectives. Primary and secondary qualitative data were quantified through the use of content analyses, and quantitative data were consolidated and analyzed. In addition, the assessment included an analysis of the existing law and policy environment to determine its current status, particularly insofar as it conformed to international norms and standards on including persons with disabilities in higher education.

Assessment Limitations and Constraints

The Statement of Work (SOW) for this assessment is unique and ambitious (See Annex I). This assessment is the only one of its kind funded by an international development donor in terms of its breadth of focus (targeting all Egyptian public institutions of higher education); scope of substantive issues pertaining to disability access; and sheer numbers of stakeholders interviewed (875). As with any assessment or evaluative exercise, there were limitations and constraints associated with the implementation of the SOW.

To a degree, the assessment team was constrained in the field work by three factors. First, there was a narrow time frame within which to schedule visits in advance of field work. This was due to delays in authorizing the project team to communicate with target institutions to request meetings. Second, the commencement of field work was delayed by a week, and resulted in the need to make adjustments in team composition based on the availability of team members. This impacted the consistency of field team membership, and required considerable flexibility on the part of all field teams. Third, there was a limited window of opportunity for data collection given the time allotted for field work, together with the vast scope of the assessment and limited time on the campuses. This resulted in less comprehensive access to university facilities.

Report Structure

The report structure follows the format set out and reflected in the assessment scope and questions. Following this introduction, the report provides findings, conclusions, and recommendations for each question. Following the report, annexes comprised of additional material for USAID reference are appended.

Acknowledgements

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FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The experiences and voices reflected in this report – especially of students with disabilities themselves – have important implications for advancing, in tangible and achievable ways, institutional polices, practices, and programming to achieve full and equal participation of students with disabilities in Egyptian public higher education.

Assessment Question 1: Assess current people with disabilities' needs and current demand regarding education for students with disabilities in Egypt; examine the number of students with disabilities enrolled in Higher Education system, and the types of universities/technical colleges they attend. Are there certain students with disabilities who are not receiving quality education or even were rejected to enroll in universities or technical colleges due to their disability? If so, identify the barriers preventing them from accessing quality education (school/family/community).

1.1 Current Needs and Demands Regarding Higher Education for Persons with Disabilities

The assessment team utilized a two-pronged approach to assessing the current needs and demands in higher education. First, the assessment team asked students with disabilities to share their experiences via a group discussion during field visits, as well as a structured survey. Second, the team considered their demand for higher education in Egypt, hence, reviewed data on the number of students currently enrolled, as well as future projections.

1.1.1 Findings on Student Needs and Demands

During site visits, the assessment field teams facilitated group discussions with students with disabilities, and asked about their needs and demands. In addition, 115 students filled out the online survey. The participation of students with disabilities in this assessment was essential for gaining a comprehensive understanding of the current situation in Egyptian Higher Education Institutions (HEIs), as well as upholding key principles of the Convention on the Rights of Persons with Disabilities (CRPD) related to participation and inclusion. In relation to students' needs and demands, students with disabilities reported that their principal demand was to have equal access to higher education facilities and services, including academic and extra-curricular programs, without discrimination on the basis of disability. They emphasized that they did not want "special" rights, only the same opportunity to access higher education as their non-disabled peers. One female student noted, "We do everything. We just might do it differently, because of our difference. It's about the will to do things, it's not about the difference."

What do you need in order to have better access to quality education? (List and rank your needs and demands)[9]

Responses from University Students:

- University should be responsive and timely.
- Training on assistive technology is needed.
- Exams on computers are needed.
- Special bylaw with different university ID to help facilitate services.
- Accessible books needed before classes start.
- Braille books are needed in library and accessible formats on computers, and other majors should be opened up for their enrollment.

[9] Question 28 from tool 11, Group Discussion with Students.

- Want disability services provided in formalized and institutionalized way, and not in ad hoc or informal manner anymore.
- Transportation around campus (inside university) is needed.
- Professors require training on how to support students with disabilities.

Responses from Technical College Students:

- Magnifying devices (e.g., a magnifying lens).
- Elevated seating in lecture halls for improved sightlines.
- Modified examinations, including true/false or other types of exam questions that require less writing by hand.
- Awareness raising to understand student needs.

Students highlighted the need for effective coordination of disability services. This need was confirmed during group discussions with faculty and staff. Survey respondents at all HEIs noted that there is no system to provide reasonable disability accommodations that are tailored to the individual's needs.

1.1.2 Findings on Data Collection and National Laws

There is no national requirement for data collection on students with disabilities at any level of education. Accordingly, the actual number of public university/regional technical college students has not been determined. For that reason, as outlined below, the assessment provided very limited information. HEIs that did have some data readily acknowledged that students with disabilities were significantly underreported. There is evidence that the GOE is aware of the need to better capture data on disability. The current national census, as reported by Central Agency for Public Mobilization and Statistics (CAPMAS), contains disability question sets to improve the quality of data on persons with disabilities.

For the Egyptian population of persons with disabilities generally, estimates put forward in a 2011 report by the World Health Organization (WHO), UNICEF, and local CSOs estimated the percentage of persons with disabilities to be approximately 11 percent of the population, or 8.5 million people (WHO/UNICEF, 2011). This is aligned with the estimated figure provided by the World Bank and World Health Organization in the 2011 *World Report on Disability*, where global disability prevalence is 15%. While disaggregated data as to disability type are even harder to come by, a 2007 WHO household survey estimated 6% prevalence of hearing loss in the population (WHO, 2007). According to WHO estimates, there are one million blind and three million visually impaired persons in Egypt.

It is against this context of deficient data collection that the assessment team sought to gather data during site visits on the student population of persons with disabilities. Students with disabilities, faculty, and administrators report student non-disclosure of disability, due to stigma, fear of discrimination, and restricted choice of studies. Generally, universities and technical colleges do not capture data on students with disabilities and, where such data are captured, they are not disaggregated as to disability type or gender. Those HEIs with data on total number of students with disabilities enrolled report data unreliability and data gaps, and some indicated the need to capture better data.

Other salient findings pertinent to future demand include two decrees issued by the Supreme Council of Universities (SCU) on students with disabilities in HEIs, together with the pending national legislation protecting the right of students with disabilities to access education at all levels, and the affirmative action program for deaf and hard-of-hearing students to enter HEIs for the first time. The new Supreme Council of Universities decree, adopted June 23, 2016, allows qualified students with disabilities to seek to enroll in any faculty they choose. However, they are subject to additional interviewing by the faculty,

with the possibility of appeal to the Supreme Council of Universities where not approved. This decree is currently in the process of being implemented, so it is not possible to determine whether it will, in fact, facilitate free choice of study for students with disabilities. Furthermore, the new admittance of deaf and hard-of-hearing students in faculties of Specific Education, following the issuance of a Supreme Council of Universities' decree for deaf and hard-of-hearing students on September 13, 2015, together with the new decree mandating access to higher education for persons with disabilities, render increased demand a likely outcome. The 2015 decree was developed in close consultations among the Supreme Council of Universities, Ministry of Social Solidarity, and local NGOs. In the decree's first year of implementation, only three universities complied, and a total of 57 deaf and hard-of-hearing students were enrolled in the Faculty of Specific Education. Because the Ministry of Social Solidarity and local NGOs raised awareness about the decree, there are now six universities in compliance, and a total of 87 deaf and hard-of-hearing students in the second year.

1.1.3 Conclusions on Current Needs and Demands

Disability data requirements are set out in the CRPD as part of its implementation and, further, the SDGs contain disability-specific targets and indicators. For the GOE, to advance CRPD implementation and development goals, disaggregation of data on the basis of disability, consistent with CRPD Article 31 and the SDGs, are important elements of achieving inclusive and accessible education. As of the date of this assessment, data on the number of students with disabilities are not being captured in Egypt. Moreover, the limited data obtained during the course of the assessment are unreliable, and seriously understates the number of students with disabilities (physical, visual, and hearing). Of note, the OECD reported in 2003 that "[v]ery few institutions keep consistent and reliable data, or profiles on students, special needs and outcomes" and, further, that " [r]esponsibility for data availability is left to institutions in many cases…"[10]

Due to unreliable data and the fact that students with disabilities are currently only allowed to enroll in select faculties, it is difficult to draw conclusions as to the current demand for higher education among students with disabilities. The new policy adopted by the Supreme Council of Universities' decree of June 23, 2016 is currently coming into effect, according to which qualified students with disabilities are, in theory, to be afforded the opportunity to study in the faculty of their own choosing. While the impact remains unclear, it does suggest that future demand in HEIs should continue to rise as more opportunities become available for persons with disabilities. Furthermore, based on the experience in other countries that have adopted national disability legislation of the kind under consideration before the Egyptian Parliament, the likelihood is that there will be an increasing number of students with disabilities seeking access to higher education.[11]

At present, the accommodations provided are generally the same for every student considered to have the same type of disability (e.g., students with visual disabilities all receive the same accommodation). Students explained that this was problematic, because some forms of accommodation provided are not necessary or appropriate to their specific needs. Thus, the accommodation does not result in better access to education.

[10] OECD, *Disability in Higher Education* (2003), 23.

[11] An OCED report on students with disabilities in higher education conducted in the early 2000s concluded that while they were underrepresented in higher education, their numbers were increasing at a steady pace, owing to disability-specific initiatives in law, policy, and HEI practices. See OECD, *Disability in Higher Education* (2003), 15.

1.2 Barriers to Quality Education - Introduction

Assessment Question 1 also requires the identification of barriers students with disabilities confront in accessing quality public higher education. "Quality education," as defined in this assessment, means access to quality education consistent with domestic law and international treaties to which Egypt is a party.[12]

A number of themes emerged from an analysis of the data, which consisted primarily of results from student and faculty group discussions, survey responses, as well as accessibility audits of the built and online environments. The findings and conclusions that follow are grouped according to the following themes: (1) Pre-higher education barriers; (2) Law/policy/practices (both formal and informal) barriers; (3) Lack of disability awareness; (4) Attitudinal barriers; (5) Physical infrastructure/built environment and transport barriers; (6) Barriers to academic course material; (7) Barriers to course examinations; and (8) Online environment barriers.

Under the main thematic headings, the team identifies barriers specific to the three disability categories included in this assessment. While treated in separate sub-sections, it is important to emphasize that barriers are overlapping and interconnected, and often impact persons with disabilities generally.

1.2.1 Findings on Pre-Higher Education Barriers

Although the focus of this assessment was the experience of students with disabilities currently enrolled in public higher education, interviews revealed numerous barriers prior to enrollment in higher education. Respondents identified several general barriers: (1) documentation on secondary school records disclosing attendance in an "inclusive education" environment, which indicates disability, and results in their being channeled into limited choice of studies in HEIs; (2) lack of information about support services that may or may not be available in HEIs; (3) weak self-advocacy skills among students with disabilities, especially in view of the need to navigate barriers and assert accommodation needs in higher education; and (4) shortcomings in computer and technological skills, including assistive technology training; and (5) restrictions in taking certain courses that impact choices in HEI (e.g., eliminating geometry, and data handling in math courses; eliminating map handing in geography; and eliminating all science subjects later in secondary school).

Disability-specific findings are indicated below in Table 1.

Table 1: Types of Pre-Higher Education Barriers Experienced

Type of Disability	Types of Pre-Higher Education Barriers Experienced
Visual	Limited training at primary and secondary levels in the use of braille and various assistive technologies that are needed for success in HEI. It is very difficult for children with low vision to enroll in school, and many drop out well before finishing secondary education.
Hearing	Limited access to quality education and limited to no access to accommodations (e.g. ESL) which hinders their ability to acquire the reading and writing skills needed for HEI.[13]

[12] Elements include availability, accessibility (including non-discriminatory access and the provision of reasonable disability accommodations), acceptability, and adaptability, with the aim of full participation and inclusion, on an equal basis with others. See CRPD, arts. 3, 5, 24, 30. See also CRPD Committee General Comment Number 4 (Article 24) (2016).

[13] One key informant who has worked in the field of deaf education for 35 years noted, "the quality of education deaf students receive in high school is not sufficient to prepare them for higher education."

Physical	Limited access to transportation to schools; physical and built environmental barriers at schools, such as classrooms on a higher floor with no elevator or inaccessible bathrooms.

1.2.2 Conclusions on Pre-Higher Education Barriers

Pre-higher education barriers are relevant insofar as they can inform decision making on possible approaches to facilitate access to and smooth transition into higher education for students with disabilities. To the extent that these barriers can be removed or mitigated, they will ease the pathway into higher education for students with disabilities.

1.2.3 Findings on Barriers in HEI Admission, Enrollment, and Program Choice

The assessment revealed barriers in HEI admission, enrollment, and program choice within HEI faculties and individual departments within faculties. As noted above in section 1.1, on June 23, 2016, the Supreme Council of Universities adopted a decree ostensibly allowing students with disabilities to apply to their program of choice. While it is not possible to determine how effective the new decree will be at this juncture, interviews with deans and faculty revealed that many university personnel are not aware of the new decree. For example, one administrator cited knowledge only of a decree from 1986, and a faculty dean had no knowledge about the decree.

A new appeals process makes it possible for students to appeal adverse decisions regarding where they are allowed to study. The appeals procedure operates under the aegis of the SCU. During the past year, two such cases were appealed, and resulted in the overturning of faculty/department decisions and admission into a preferred program.

KII data revealed that admission criteria into HEIs for students with disabilities are unclear and/or arbitrarily applied. This was confirmed by survey results, as Table 2 indicates.

Table 2: Admission Criteria within HEIs

Question Posed	Answer Options	Percent Response
Are clear criteria for admission of students with disabilities within different faculties at your HEI?	Yes	0
	No	100
Are there clear criteria for admissions of SWDs within departments of the different Faculties at your HEI?	Yes	0
	No	100

Students with Hearing Disabilities: Of the three sub-populations of students with disabilities assessed, students with hearing disabilities experienced the greatest barriers to admission in HEIs. As noted in section 1.1, on September 13, 2015, the Supreme Council of Universities issued a decree allowing students who are deaf and hard of hearing admission into faculties of Specific Education in Egyptian HEIs.[14] The students are limited to specific education faculties, and are not allowed to enroll in any other field of study at any university. KIIs with faculty, staff, and students revealed a reluctance to

[14] Faculties of Specific Education offers courses in specialized areas of education for teachers in the fields of Music, Arts Education, Home Economics, and Technology Education.

Box 1

"I was the number one student at the secondary school stage but I could not enter the Department of English – number one in the graduating class in high school and I was not allowed into the Department of English." *Blind female student*

"I was studying in Saudi Arabia and returned to an Egyptian university. I tried to enter the Department of English. I was rejected and prevented to enter." *Blind male student*

"After I became blind, while enrolled in the Faculty of Commerce, I was told I would need to switch faculties, which I did not want to do, so I left university." *Blind male student*

disclose hearing impairment even from those who could benefit from support. The students did not want to make their disability known for fear of being forced out of their field of study.

Students with Visual Disabilities: Data collected during university visits demonstrate that students with visual impairments face severe restrictions in accessing their selected field of study due to formal and informal exclusions. Some universities have a written policy excluding students with visual disabilities from enrolling in certain faculties. For example, at one HEI, although faculty supported admitting students with disabilities into the Faculty of Education, a university-wide bylaw on admissions would not allow it. At another HEI, students with visual disabilities were not allowed admission into any of the departments within the Computer Information Faculty, even though it housed an assistive technology center for persons with disabilities. In addition to written rules, there was extensive evidence of informal practices and "general understandings" at some universities that certain faculties and departments would not allow students with visual disabilities to enroll. At one university, two students with visual impairment were admitted to the Sociology Department only to be told a few days before the exam that they were being transferred to another department. Student accounts provide further illustrations of barriers for blind students and students with low vision (refer to Box 1).

Students with Physical Disabilities: Students with physical disabilities also face restrictions in joining their department of choice. Many students with upper arm amputation were not allowed to enroll in faculties that require extensive writing or drawing, regardless of their qualifications (refer to Box 2).

Box 2

"The Faculty determines that we only join certain departments – they push us to join certain departments so not all are open to me." *Male philosophy student with physical disability*

"I wished to study pharmacy but they told me that they won't accept me in the major. I was persuaded to change to diploma instead. I even wanted to study computer science or become a teacher and I received the same responses…I wanted to go to pharmacy and be a teacher but couldn't!! I'm not allowed because of my physical disability." *Female student with physical disability*

1.2.4 Conclusions on Barriers in HEI Admission, Enrollment, and Program Choice

While the Supreme Council of Universities' issuance of a decree on June 23, 2016 allowing all students with disabilities to apply for admission into any HEI faculty is an advance, persistent barriers remain, including the proviso that students with disabilities must still undergo additional review by faculty prior to admission into the faculty of their own choosing, but allowing for appeal to the Supreme Council of Universities. Further, there is widespread variation in admissions criteria and their application within faculties and departments, and this is anticipated to continue even as the new policy goes into effect. Discretionary decision making, sometimes at the level of the dean, committees, or individual department heads, is often arbitrary and wholly without regard to student qualifications. In

order to comply with the spirit and letter of the decree, admission procedures must be created and implemented, and faculty must be made aware of SCU policies on admission.

Second, there is little awareness of the Supreme Council of Universities' June 23, 2016 decree at the level of individual faculties and departments within HEIs, suggesting a major need for awareness raising. Decision making regarding exclusions from chosen fields appears more often than not to reflect biases and lack of knowledge about how to make disability accommodations, as opposed to genuine academic qualification.

Within the three sub-populations of students, students with hearing disabilities experienced the most significant barriers in terms of restricted access to HEIs and severely restricted course choice (limited to Faculties of Specific Education).

1.2.5 Findings on Attitudinal Barriers

High level management within HEIs (i.e., university presidents, vice presidents, and deans) conveyed high levels of interest in and support of students with disabilities. Results from 25 of the 28 HEIs visited showed positive attitudes among this group and interest in supporting students with disabilities. Individual faculty members and disability support staff were also positive and committed to improving the situation for students with disabilities. However, evidence of the readiness of HEIs to create an enabling environment for such students was less positive. At 18 of the 28 HEIs visited, negative attitudes about disability among faculty and staff, non-disabled students, and students with disabilities were regarded as a major barrier to full participation and inclusion in HEIs.

The "lenses" through which participants' viewed disability was a major theme emerging from group discussions and KIIs. Although the influence of both the social and individual/medical models was apparent, the latter was the predominant model among faculty, staff, and administrators. When asked about the content of curriculum on disability issues within HEIs, responses indicated that disability is not seen as an issue of diversity (unlike gender or age), a human rights issue, or an issue with implications for engineering or technology. Some emerging evidence, however, pointed to opportunities to develop disability inclusive curricula that would help change attitudinal perceptions. Such opportunities include the holding of disability arts performances on university campuses, incorporation of disability as a topic within a human rights conference, integration of adaptive strategies into physical education curricula, inclusion of a conference paper on the representation of disability in Egyptian film, and research endeavors focused on linguistics and communication among deaf persons.

The negative attitudes of faculty and staff have a direct impact on access to certain programs for students with disabilities. They also affect the students' access to course material, ability to take exams in a manner that is accessible to them, and other issues addressed in this report. Students' negative attitudes reflect how society perceives them and, in some cases, they have internalized those attitudes. Those with negative attitudes were reluctant to discuss their situation, and noted that they never asked for reasonable accommodations in HEIs (refer to Box 3).

Box 3

"It's better that they [faculty] don't know us. If we talked or asked them for anything, they will know us, and they will make us fail in the subjects.." *Student with physical disability*

"Everybody in the street. The whole society. It's not the community around him, not the students, not the teachers, it is the WHOLE society around. Society lacks ability to handle people who are different, although people who are different have already found a way to live in society, but people do not understand or see this."

1.2.6 Conclusions on Attitudinal Barriers

The foregoing qualitative and quantitative data suggest that the prevalence of negative attitudes and low expectations of students with disabilities act as major barriers to quality education, leading to non-self-disclosure and reluctance to seek necessary supports. Moreover, attitudinal barriers resulting in non-disclosure make disability data collection more difficult. Recognition within HEIs at high levels of administration is starting to shift the attitudinal environment within HEIs toward students with disabilities. Practices by existing disability services within HEIs point to the potential of disability awareness workshops for entering first year university students, training for faculty on the provision of supports together with disability rights and awareness, and mentoring and peer support programs for students with disabilities While not a specific focus of this assessment, the findings may help to explain why there is, thus far, limited curriculum content on disability as a cross-cutting, multidisciplinary focus, and not simply an issue of preventive, curative, and rehabilitative focus. Disability inclusion within the academic curricula across faculties is an additional element of enhancing capacity to address disability as a cross-cutting issue, and encouraging attitudinal change, as gender inclusive curricula most surely demonstrates.[15]

1.2.7 Findings on Law and Policy Barriers

The 2014 Egyptian Constitution addresses the rights of persons with disabilities in nine separate references. Most significant is the explicit prohibition against discrimination on the basis of disability, and recognition of health, economic, social, cultural, entertainment, sporting, and education rights. For a disability law analysis of all relevant constitutional provisions, refer to Annex VI.

The GOE ratified the CRPD in 2008. While efforts to amend domestic legislation to bring the legal framework into alignment with the CRPD are underway, they are not yet completed. A draft national disability law is currently before Parliament, but absent its adoption, the CRPD is not effectively domesticated into the Egyptian legal framework. When adopted, it will require detailed regulations in order to give effect to its provisions. Absent technical assistance, this will present a further challenge to the development of the legal and regulatory framework required to give effect to international obligations, many of which are highly germane to advancing access to quality HEIs. Further, and critical to quality education, Egyptian law does not require book publishers to provide accessible formats of books for individuals with print reading disabilities. The 2013 Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled would address this gap, but is not yet ratified by the GOE. For a summary of the legal implications of the Marrakesh Treaty for addressing print access disability, refer to Annex VII.

Finally, in view of the increased focus on e-learning within HEIs and information and communication technology (ICT) in education generally, the team asked the Supreme Council of Universities, and undertook desk research to determine whether public procurement processes in ICT were facilitating accessibility. While some attention has been given to ICT accessibility within the Ministry of

[15] On the important role that disability inclusion within academic curricula can play in creating awareness of disability, see Ohajunwa, McKenzie, and Lorenzo (2015).

Communication, there was no evidence that public procurement processes were attuned to accessibility.[16]

1.2.8 Conclusions on Law and Policy Barriers

A legal analysis of the draft national disability law leads to the conclusion that, if enacted, it will rectify some, but not all of the current deficiencies in the disability law framework. Further, and critically, following adoption of national legislation, the promulgation of regulations will be a critical step forward, and one that presents an opportunity to provide the kind of guidance needed in advancing the rights of persons with disabilities at all levels of education. Ratification of the Marrakesh Treaty would help to address copyright restrictions that serve as barriers to student access to curricula by providing, with appropriate safeguards, that copyright restrictions should not impede the creation and distribution of such special format copies. Provided the Marrakesh Treaty is adopted, and followed up with domestic legislation to fully implement its obligations, it should have a major impact in addressing some of the barriers to accessible course material in HEIs.

The absence of public procurement policies on ICT accessibility points to the need for greater awareness and training of prevailing international standards on ICT procurement (refer to Annex XII).

1.2.9 Findings on University Policy/Bylaw Barriers

There is no clear legislative path from secondary school into higher education for students with disabilities (e.g., to provide for transition services to facilitate the move from secondary education to higher education). Further, policies within specific HEIs and even at the level of individual faculties and departments frequently served as barriers to students with disabilities in accessing programs of their choosing. The absence of university-wide policies across HEIs was also notable. Finally, the recently adopted Supreme Council of Universities decree of June 23, 2016, according to which qualified students with disabilities are to be admitted into universities and allowed to select their course of study, was not accompanied by guidelines on the required support students with disabilities should benefit from within HEIs. Even assuming the policy goes into effect and opens the doors to faculties for students with disabilities, absent guidelines, it is difficult to see how effective implementation and accommodation with the faculties will be.

Table 3 provides illustrations of university-wide policies found to be useful in driving accessibility change within HEIs in other countries.

Table 3: Useful University Policies that Drive Accessibility Change within HEIs

Type of Policy/Plan	Description of Policy & Planning Documents
Disability Policy (General)	University-wide disability policy articulating the right to quality education that is accessible to students with disabilities, and their right to reasonable accommodations.
Annual Disability Equity Plans	Yearly (or periodically) plan describing strategies and timelines to increase representation of students with disabilities in HEIs.

[16] Neither interviews nor internet research disclosed procurement procedures or policies for accessible ICTs for HEIs. Government Procurement Portal (https://etenders.gov.eg/en/index.php), Egypt's Government Services Portal (http://www.egypt.gov.eg/english/home.aspx), or the Ministry of Higher Education (http://www.egy-mhe.gov.eg/en).

Type of Policy/Plan	Description of Policy & Planning Documents
Individual Accommodation Policy & Guidelines	Specifies the procedures by which students with disabilities can request and receive accommodations in a uniform, university-wide framework and provides guidance to both students, faculty and service providers.
Barrier Removal Plans	Barrier removal planning document that identifies barriers and prioritizes their removal in accordance with a specified timeline, sometimes including phased short/medium/long term plans
ICT Procurement Procedures	Procedures in place for (1) updating ICT assistive technologies; (2) building accessibility concerns into procurement processes, including website design services.
ICT Web Content Policy & Accessibility Guidelines	Policy in place adopting internationally recognized web content accessibility standards and accompanying guidelines for online information and learning that facilitates access to websites and other online learning platforms, for instance for individuals using screen-reader software or using larger font size options.

1.2.10 Conclusions on GOE Law and Policy and University Policy/Bylaw Barriers

The lack of legislation on the transition into HEIs for students with disabilities creates a barrier for students into higher education who are not receiving information on options for HEIs or the skills required to self-advocate for accommodations. While there is a new Supreme Council of Universities decree issued on June, 23 2016 allowing for admission for qualified candidates with disabilities, there is little knowledge about it and, thus, discretionary practices abound. Lack of Supreme Council of Universities' guidance on the provision of reasonable accommodations and other supports leads to support being provided at the discretion of HEIs, often as a gesture of good will, rather than the fulfillment of a duty. The findings indicate the need for university-wide policies and practices that ensure students with disabilities get maximum benefit from their education opportunities. Policy directives requiring HEIs to develop support services and providing guidelines on the adoption of reasonable accommodations, issued by the Supreme Council of Universities and linked to CRPD and domestic disability law, could help address the gaps.

1.2.11 Findings on Disability Awareness Barriers

One of the major barriers that presented itself throughout the assessment is the lack of awareness and knowledge about disability issues. Even in cases where people had a positive attitude about disability, there was often a lack of awareness and knowledge about how to work with students with disabilities. In many universities, faculty were untrained and unaware about the uses of auxiliary or personal aids in their classrooms. Respondents in the student survey (64%) noted that faculty members are not knowledgeable about how to accommodate their needs. Numerous instances were cited by students who complained about faculty objecting to tape recording of lectures, on the basis that recording lectures is an infringement upon their own or other students' academic freedom. Reluctance to hand over course materials for modification into accessible formats (e.g., braille versions) was attributed to concerns about copyright violation. In order to address these issues, some DPOs and NGOs reported they are working with certain universities to raise awareness. Refer to Box 4 for student voices on disability awareness.

Box 4

"We have to understand that the best person who can talk about what I can or cannot do is me… it's not someone else." *Male student with disability*

"They must know how to deal with blind students. For example, the instructor will talk and not take into account that some cannot see in the presentation. The professor dealt with me like I was not a qualified student or person." *Blind male student*

1.2.12 Conclusions on Disability Awareness Barriers

The findings on disability awareness barriers lead to the conclusion that faculty are unfamiliar with the rights of students with disabilities, including their right to access HEIs on an equal basis with other students. The lack of awareness and knowledge about how to support students with disabilities must be addressed in order for students to have equal access to quality education. While HEI faculty, staff and administrators need to become better educated about disability needs and rights of accommodation, they all need supports so they can develop strategies to make their teaching more accessible.

1.2.13 Findings on Barriers in Physical Infrastructure and Transport

The identification of barriers in physical infrastructure and transport was a major theme in student group discussions and survey results. Access to the physical infrastructure of HEIs concentrated on whether and how students with disabilities were reaching and benefitting from the services offered, including lectures, library facilities, housing, sport and recreational events, and pathways across campus. Data analyzed from accessibility audits and from student group discussions indicated that physical inaccessibility was an overall barrier evident, to different degrees, across all HEIs. Technical colleges are particularly inaccessible.

KII and survey respondents noted the impact of such barriers in impeding movement around campus, restricting campus building entry and egress, and limiting participation in extra-curricular activities and access to housing structures. Further, audit results and student, faculty, and engineering department interviews uncovered barriers to water and sanitation facilities; toilets in all campuses were largely or wholly inaccessible to students who use wheelchairs, as well as person of short stature and persons with limited mobility. Resource limitations are cited as a major obstacle to ensuring physical access, especially to old buildings, by administrators, faculty, and engineering staff.[17]

Students overwhelmingly complained of inaccessible transport to get to campus, and lack of transport to navigate once on campus. Many HEI campuses are very large and spread out; some require transiting across large and crowded roads.

Some HEIs reported donations of mobility equipment by local patrons. At one university, a benefactor contributed a number of wheelchairs for students with disabilities, and another donated golf carts for transporting students around campus. The golf carts were reported to be inoperable after less than a year of service, and there was no information on whether or how the wheelchairs were distributed or to whom.

Only 11 out of 28 institutions visited had accessibility plans and measures to monitor and evaluate accessibility. Relatedly, the Egyptian Building Code accessibility standards are not effectively implemented at HEIs, nor are they monitored for compliance. KII results revealed that they were more often than not unfamiliar to responsible personnel.

[17] Old buildings in 18 of the 28 HEIs visited were not physically accessible.

However, notable interventions to address physical accessibility were seen at Helwan University, which has implemented accessible transport across its campus, and undertaken extensive barrier removal. Cairo University partnered with a local NGO to undertake physically accessibility audits to address the serious need for barrier removal. Barrier-removal, both inside and outside of buildings, is currently underway at Suez Canal University. Table 4 below provides findings related to physical access

Table 4: Findings on Physical Access

Physical Accessibility Findings	Number of HEIs Visited	Percent
Lack of physical accessibility is a major barrier for students with physical and visual disabilities.	14 out of 28	50
Physical accessibility is considered in the construction of new buildings.	7 out of 28	25
Physical accessibility is considered in yearly maintenance plans.	2 out of 28	7
Accessibility policy, plans, or measures exist.	10 out of 28	36

Physical barriers sometimes prevent students with physical disability, especially wheelchair users but also blind students, from attending lectures and activities. As one female student with a physical disability noted, "I come to campus only for exams." Reliance on the goodwill of other students is often the only option for overcoming physical barriers inside and outside of campus buildings. One male wheelchair user told of relying on friends to help carry him up four flights of stairs to the lecture hall, but discontinued attending as the dangers posed were too great. Other hazards observed and reported by students included door thresholds; unleveled, unpaved and rough walkways and roads; and lack of any safety railings in toilets or hallways. Refer to Table 5 for the physical barriers identified by sub-groups of students with disabilities.

Table 5: Physical Barriers for Sub-Groups of Students with Disabilities

Type of Disability	Physical Barriers
Visual	No transport around campus; no orientation training as part of HEI entry; poor road surfaces; hazardous door thresholds and pathways; elevators unmanned or without braille or audio directions.
Hearing	No evidence presented.
Physical	No accessible transport; barriers on entry and egress; inaccessible toilets; auditorium style lecture halls; no adjustable furniture; door thresholds

1.2.14 Conclusions on Physical Infrastructure and Transport Barriers

Physical barriers are overwhelmingly present at all Egyptian universities and technical colleges. Lack of accessible transportation creates a major barrier for students to get to and around campus. Physical barriers often limit students with disabilities' regular attendance at lectures and, accordingly, compromise access to quality education. Accessibility standards are not adequately built into the national legal framework or the policies and practices of universities, thus limiting their utility. Reliance on local benefactors for donations results in goodwill measures that are, however, of dubious utility in terms of meeting student needs. Universities are not utilizing low cost solutions to address priority barrier removal. They are also missing opportunities to integrate barrier removal into their academic programming, by engaging with engineering faculties to provide students with campus-based academic and service learning opportunities.

1.2.15 Findings on Barriers to Course Material and Curricula

While attitudes and lack of disability awareness are barriers for all students with disabilities, students face different types of barriers to academic programs, such as inaccessible course materials and curricula, depending on their disability. In response to Question 26 on the student survey ("Do you face barriers in obtaining books and materials in a format that you can use?"), a majority of students with visual disability (72%) and hearing disability (56%) reported barriers in obtaining course materials in an accessible format. A large minority of students with physical disabilities (44%) faced similar problems. For a snapshot of these findings, disaggregated on the basis of disability, refer to Table 6.

Deaf and hard-of-hearing students face significant barriers to academic programs. First, HEI are not implementing specific CRPD treaty requirements to facilitate learning of Egyptian Sign language (ESL), or ensure delivery of education in the most appropriate means for deaf/hard-of-hearing students.[18] Furthermore, as noted above, the domestic legal framework does not facilitate access to curricula.

The practice of providing alternative formats (courses, exams) and accessible teaching techniques for the visually disabled (e.g., PDFs; PPTs) is virtually unknown to university professors. This was revealed in group discussions with students and assistive technology staff, and regarded as a "good will" measure, not a "rights" measure of equal access.

Table 6: Types of Barriers Experienced in Accessing Course Material and Curricula

Type of Disability	
Visual	Exclusions from certain faculties/departments; no access to audio-taping for lectures; no access or untimely access to braille and electronic-formatted lecture notes and course materials; no large print handouts provided; poor quality scanned materials; no equipment to enlarge computer screen characters; no access to screen readers; unqualified readers and exam writers; no computer training and assistive technology training provided; inaccessible websites; inaccessible PowerPoints and PDFs (e.g., not using built-in accessibility features).
Hearing	General exclusion in admission to universities/technical colleges; where admitted, limited access to faculties/departments; insufficient number of Egyptian Sign Language interpreters; poorly trained Egyptian Sign Language interpreters; inflexible program to accommodate needs, such as reduced course load; unavailability of captioning for films, videos; lack of disability awareness among students, faculty.
Physical	Exclusion from certain faculties/department; inaccessible lecture halls and no flexibility/willingness to consider accessible alternatives; no accessible toilets; inaccessible book stacks in library; no adjustable furniture for wheelchair access; no accessible transport for movement around campus or field trips.

Assistive technology and library personnel report shortage of staffing, assistive technology, and technical know-how on up-to-date print access accommodations (e.g., updated software usable for the Arabic language).

[18] CRPD, *supra* note 3 at arts. 24 & 30.

Student access to course materials in accessible formats is frequently dependent on the individual discretion of faculty members, according to students, faculty, and library staff. Further, students, assistive technology, and library personnel report delays in obtaining accessible formats of academic material (e.g., braille, large print, audio recordings) due to resource limitations.

Box 5

"I have a printing problem there are legal issues related to copyright and it makes it hard to get what I need printed in Braille." *Blind female student*

No university policies were found to clarify this type of issue (i.e., accessible formats of academic material). Unlike practices in HEIs in other countries, there were no policies stating that an instructor may not forbid a student's use of an aid, if that prohibition limits his/her participation in the school program; or requiring the student to sign an agreement not to infringe on a potential copyright or limit freedom of speech by the instructor. Other auxiliary aids cited as helpful to facilitate access to academic programs, but that were not readily available or left entirely to the discretion of individual faculty included qualified sign language interpreters; qualified note takers; electronic readers; braille type writers; and qualified readers.

Not all students with visual impairments know braille. While those who graduated from specialized secondary schools for persons with visual disabilities know braille, this is not the case for others. Visually impaired students emphasized the need for voicing their own, individualized, and discrete needs.

Interviews with higher education personnel, deaf persons, faculty members, and sign language interpreters disclose that ESL is not taught formally at any Egyptian university, nor is there an accreditation system for ESL. Relatedly, deaf persons, deaf students, faculty, administrators, the GOE, and DPOs/NGOs report major interpreter shortages to meet demand. Reliance on volunteer interpreters was the norm at the universities where deaf students are currently enrolled; this resulted in inconsistent availability of sign language interpreters, and variable quality of ESL interpretation supports.

A review of the legal framework reveals that ESL is not recognized as an official language in Egyptian domestic law. Draft national disability legislation currently before Parliament does make reference to Egyptian sign language, though not as an official language.

Data from faculty, administrators, ESL interpreters, GOE personnel and deaf students themselves establish that deaf students enter university with sometimes serious deficiencies in reading and writing, due to lack of accommodations in primary education. In response to this issue, the National Council on Disability, working to find a solution, introduced a program to provide tutoring for reading and writing. While still in an early stage, it is showing promising results.

1.2.16 Conclusions on Barriers to Course Material and Curricula

Findings point to the need for coherent university-wide policies on equal access to course material and curricula, and the provision of reasonable accommodations where required to facilitate access. Disability support services require specific policies and procedures to provide reasonable accommodations and equal access to course materials. Essential for ensuring access to quality education for some students with disabilities, in particular deaf students, will be tutoring or concentrated pre-higher education preparation to address deficiencies in reading and writing.

1.2.17 Findings on Barriers in Examinations

Student survey results revealed that 94% of students with hearing disabilities reported facing barriers in taking course examinations. Other students with visual and physical disabilities pointed to the problem of poorly qualified readers and writers assigned to them during the examination period. They also noted the faculty perception that providing them with qualified readers/writers would give them an unfair advantage or pave the way for cheating.

Some HEIs had bylaws that required readers and writers for students with disabilities to be younger and less qualified than the student for whom they were writing, on the basis that this would prevent any unfair advantage. Students complained, however, that bylaws did not allow for qualified assistance.

Some students with visual disabilities who were familiar with computer technology suggested the provision of computer examinations to facilitate their access.

Examples of desired accommodations noted by students with disabilities to achieve equal access to exams was diverse, leading to a finding that examination accommodation needs are a highly individualized matter. Table 7 lists the barriers identified in relation to sub-populations of students with disabilities.

Table 7: Barriers in Examinations

Type of Disability	Barriers
Visual	Unqualified readers; unqualified writers; exam marked as visual disability; exams not provided in braille; not provided on computer; lack of training to take exam on computer using assistive technology; lack of self-advocacy skills; lack of knowledge among faculty; assumptions that assistants will facilitate cheating; lack of accommodations for exam, such as extended time.
Hearing	Sign language interpreter may not have qualifications to interpret exam; assumptions that assistants will facilitate cheating.
Physical	Inaccessible examination rooms; unqualified readers and writers; lack of self-advocacy skills to demand accommodations; training in assistive technology; assumptions that assistants will facilitate cheating; lack of accommodations for exams, such as extended time.

1.2.18 Conclusions on Barriers in Examinations

These findings point to the need for clear policies on making examinations accessible for students with disabilities, given that decision making on accommodating students in exams is highly discretionary and left to individual faculty members. This could take the form of a promulgation of a Supreme Council of Universities' decree or guidelines on exam accessibility and accommodations. Further, findings point to faculty lack of awareness about disability and understanding of reasonable accommodations to facilitate equal access to exams, leaving individual faculty members to "wing it" with accommodation requests. This leads to the conclusion that training on the right to access higher education and the duty of making disability accommodations for faculty must be prioritized, together with training on the specific strategies that may be used to facilitate equal access for the student and meet the assessment needs of the faculty member.

1.2.19 Findings on Barriers in the Online HEI Environment

Twenty university websites[19] and one technical college[20] were analyzed against the globally accepted standard for web content accessibility, namely, the Web Content Accessibility Guidelines, version 2.0. The accessibility of a webpage can be measured against twelve guidelines organized under four principles: perceivable, operable, understandable, and robust. For more on the technical specifications of the tools used, see the Field Manual in Annex III.

All university and technical college websites viewed showed significant degrees of inaccessibility. Specifically, the average score of the universities analyzed, based on WCAG 2.0 Level A and AA requirements, was 25.1 out of 100 (refer to Web Accessibility Scoring Chart, Annex III). The average number of violations of the 20 university websites checked against the foregoing requirements was 17.55. The single technical college analyzed (on the basis that only one technical college had a website) showed nine violations, three warnings, and five passes, with an overall score of 15 out of 100. As a point of comparison, the website of the American University in Cairo, which is subject to American web accessibility rules, was also checked, resulting in an overall score of 44. Manual checks confirmed and also revealed additional barriers for persons with disabilities. Table 8 highlights commonly found barriers on HEI websites and the issues they pose for persons with visual, hearing, and physical impairments.

Table 8: Barriers in University and College Websites

Type of Disability	Types of Barriers Experienced – University & Technical College Websites
Visual	Website developed using accessibility standards for persons with visual impairment; proper color contrast for low vision; well-labelled form fields to screen reader; alternate text provided for images, using easy-to-understand language; providing text only versions of documents.
Hearing	Website developed using accessibility standards pertinent to persons who are deaf/hard of hearing; captions for audio on video, film; transcripts for audio material.
Physical	Website developed using accessibility standards for persons with mobility impairment; keyboard accessibility (navigation without mouse); ability to slow content display; page elements that do not flicker more than 3 flashes per second.

Beyond website accessibility, the assessment disclosed other findings regarding e-accessibility:

1. Content on Facebook pages, a highly utilized medium within HEIs (and the primary online presence for seven of eight technical colleges), contains numerous barriers (e.g., no captioning on videos, no audio description for images, graphics).[21]
2. E-learning platforms on the rise in HEIs are not developed to optimize accessibility and, thus, create barriers especially for blind and deaf students.
3. PDF materials shared are not accessible to persons using screen reader technologies.
4. PowerPoints are not developed using the built-in accessibility checker tool and are, thus, inaccessible to students with visual impairment.

Interviews with the GOE and private sector engaged in e-learning disclosed that no expertise on e-accessibility existed within the Supreme Council of Universities or generally within individual universities

[19] Damnhour, Damietta, and Assuit could not be analyzed using the automated tool.
[20] The only technical college found to have a website was Alexandria Technical College. The other seven technical colleges had an online Facebook presence, but not websites.
[21] One faculty member with a visual disability noted a frequent practice was to scan onto inaccessible PDF format, important memoranda, notices, and other material and send it via email, compromising access to information.

and information and communication staff. Further, as noted above, the Marrakesh Treaty, an international copyright agreement that seeks to eliminate restrictions preventing the provision of accessible formats of print materials, such as university textbooks, has not yet been ratified by the GOE, and internationally accepted web accessibility standards were not well known or utilized. KIIs with blind and visually impaired students disclosed copyright restrictions as one among several barriers that make it difficult to acquire accessible formats of books and other course materials. At the same time, the Supreme Council of Universities noted the importance of acquiring expertise within their Center of Knowledge and E-Learning[22] unit on web and e-learning platform accessibility. The informational material provided does not indicate any focus on accessibility in relation to the vison, mission, objectives, strategies, or services provided by any of the units. KIIs with unit personnel confirmed that there was no accessible ICT expertise with the Center, and that training and technical assistance is needed and welcome.

1.2.20 Conclusions on Barriers in the HEI Online Environment

Data indicate that students with physical and sensory disabilities face significant barriers in accessing HEI online environments. Students with visual impairment utilizing assistive technologies (e.g., JAWS, NVDA, and VoiceOver) to navigate a page would have a hard time quickly and efficiently accessing the entirety of the website. The near total absence of captioning on videos renders such content inaccessible to persons with hearing impairment. Page navigation across the entirety of the HEI websites would be difficult for persons with physical disabilities where mouse navigation is not an option. Further, the existing law and policy framework does not support the accessibility of web content, online learning, or other increasingly important modes of access to materials. There is limited knowledge of global web accessibility standards and how they might relate to the fast-paced developments underway for e-learning in HEIs. While increasing distance education opportunities (e.g., e-learning, live streaming of lectures, virtual classroom) could be a vehicle for speeding access into higher education curricula for students with disabilities, it should not be regarded as a substitute for on-campus access. Further, distance education will serve little purpose for students with disabilities, absent the attention to accessibility of such platforms.

1.3 Question 1 Recommendations

1. The assessment findings and conclusions highlight the need for the GOE to improve methods to collect data and statistics about persons with disabilities, including students with disabilities within HEIs and graduates. Data and statistics inform policy and programming, the national budget, implementation of the CRPD and reporting to the CRPD Committee, and attainment of the SDGs. It is essential for the GOE to utilize a standard definition of disability and develop appropriate methods and systems to collect data. The assessment team recommends providing technical assistance in support of the development of a comprehensive system to collect data and statistics on students and graduates with disabilities.

2. Laws, regulations, and policies relating to persons with disabilities can either affirm or deny rights. The findings and conclusions in this assessment affirm this truism in the context of higher education. It is therefore essential for the GOE to review, reform, and fully develop a disability rights framework consistent with the CRPD and international human rights standards. The legal framework must respect and protect the rights of persons with disabilities in higher education and employment, and all spheres of life. Further, the GOE must ensure that laws and policies are

[22] Within the Supreme Council of Universities, the Center of Knowledge and E-Services was established in 2005, and consists of three divisions: Digital Library Unit; Central Unit of IT Training; and National E-Learning Center.

effectively implemented and do not simply serve as "aspirational" guidance. To this end, the assessment team recommends providing technical assistance to:

i. Strengthen legal and regulatory framework in the light of Egypt's international obligations and constitutional mandates. Ratify the Marrakesh Treaty and build knowledge and understanding to support its implementation.
ii. Develop the capacity of the Supreme Council of Universities' Knowledge and Information Unit (and other stakeholders such as university Chief Information Officers and personnel) on Web Content Accessibility Guidelines 2.0 and related standards.
iii. Support the development of disability-inclusive procurement policies, especially in relation to ICT procurement for HEIs and equipment to be used in HEIs (e.g., computer work stations).
iv. Develop university-wide policies and practices that ensure students with disabilities access services to receive maximum benefit from their education opportunities.
v. Strengthen HEI response to address instances of discrimination and shortfalls in disability support provision.
vi. Develop disability law and policy technical training and awareness within higher education, including E-learning platforms.
vii. Provide training and technical assistance to raise the awareness of government officials about the legal requirements, providing clear, quality standards, and building up government and developing capacity to implement the standards, including through study tours focused on US systems.

3. Provide technical assistance to strengthen disability support services through:
   i. Training in good practices for disability support service policies, guidelines for support provision, planning and data collection.
   ii. Training to educate disability support staff and faculty on student needs and rights in accessing quality education, including disability accommodations.
   iii. Support for development of regional disability support centers of excellence within well-functioning existing university centers, geographically dispersed.

4. The report findings and conclusions point to the need for education to tackle disability-based stigma and discrimination in HEIs and employment. Programs designed to combat disability-based stigma and discrimination should address the causes of stigma and discrimination, and empower students with disabilities. In order to reduce stigma and discrimination at the national and community level, it is essential to raise awareness about the rights of persons with disabilities. Participatory disability rights education and advocacy trainings can empower stakeholders across HEIs to understand disability rights in the context of national law. To this end, the assessment team recommends support for:
   i. Disability self-advocacy training for students entering HEIs and all newly matriculated students; and
   ii. Disability awareness training for faculty, staff, and administrators.

5. The findings set out in this report underscore the need to create barrier-free infrastructure and ensure physical, informational, communicational accessibility for all people with disabilities. More work is required to dismantle barriers in old HEI infrastructure, and urgent work is required to ensure that new building and infrastructure projects are made accessible to persons with disabilities. It is essential for government to consult with DPOs in developing guidelines and planning new infrastructure, as they know best which disabilities require full access. The assessment team recommends that support technical assistance to enable HEIs to:

i. Identify, prioritize, and effectively plan for barrier removal, drawing on the technical expertise of qualified DPOs and NGOs;
ii. Support training of HEI engineering departments responsible for infrastructure upkeep in Egyptian Building Code standards on accessibility.
iii. Support innovative pilots utilizing HEI faculty and students, including students with disabilities, to integrate barrier removal into practical training and service learning, under the aegis of relevant faculties (e.g., Engineering, Architecture).

6. Quality education for students with disabilities requires access to course curricula and course materials. This often entails the provision of accessible formats of such materials. The findings and conclusions support the following recommendations:
   i. Training for faculty and staff on the necessity of facilitating student access to course materials in accessible formats, strategies for delivering content accessibly where possible, or for modifications to provide better access to students (e.g., allowing for students with hearing disabilities to sit up front, or describing images for students with visual disabilities).
   ii. Capacity building for HEIs to coordinate for the timely distribution of quality accessible formats to students with disabilities.
   iii. Provision of assistive technology equipment, as noted in detail under Question 4, and training on how to use it to provide quality print access accommodations (e.g., updated software usable for the Arabic language).

7. Findings and conclusions on equal access to examinations for students with disabilities support the need for several lines of interventions, of which the assessment team recommends support for:
   i. Technical assistance for the development of clear policies on providing equal access to examinations and good practice procedures for so doing.
   ii. Training to faculty and HEI administration on the duty to make examinations accessible, and the provision of accommodations that do not fundamentally alter the nature of the academic program.

8. The online environment is an increasingly important medium not only for information dissemination but also for online learning. The findings and conclusions relating to barriers in the online environment support the following recommendations:
   i. Training for Supreme Council of Universities and HEI information and communications personnel on international standards and guidelines on web content accessibility and their application to HEIs.
   ii. Practical training to faculty on accessibility practices for PDFs, PowerPoints, and other modes of content delivery.
   iii. Support for development and piloting of online courses in accessible formats.

9. Assessment findings and conclusions point to the nascent emergence of disability-inclusive curricula and research agendas within HEIs that could – and should – be encouraged to (1) foster disability awareness among students and faculty; (2) generate solutions for access barrier removals within HEIs themselves; (3) support the development of skills needed for high growth job sectors (e.g., computer science, engineering); and (4) better prepare students with disabilities for higher education (e.g., disability inclusive teaching strategies). Accordingly, the assessment team recommends support for targeted interventions to incentivize the development of disability expertise within the curricula and research agendas of higher education, with prioritization for areas of critical need such as:
   i. Disability studies in the humanities

ii. Sign language teaching and accreditation
iii. Inclusive education teacher training (e.g., including inclusive education training for new teachers and promoting university-sponsored workshops for training teachers)
iv. ICT accessibility (in relation to assistive technologies, E-learning accessibility, accessible web content development) for specialized faculties (e.g., Computer Information, Computer Science)
v. Disability law and international and comparative disability law

2. Ranking Egyptian Public Universities and Technical Colleges

Assessment Question 2: Describe and rank Egyptian public universities and regional technical colleges which have favorable conditions for students with disabilities that promote their participation and engagement in the college life, taking into account admissions, infrastructure, policies, and accommodation in student dormitories, lecture rooms/labs, scholarships, extra-curricular activities, and graduation rates. The assessment must organize this rank by type of disability.

In response to Assessment Question 2, the assessment team developed a University Ranking Tool to characterize and rank twenty-four Egyptian public universities and eight regional technical colleges. HEIs were ranked according to the favorability of their conditions for students with disabilities, disaggregated by disability type (i.e., hearing, visual, and physical) in accordance with the focus of this assessment.

The scope of work refers to "favorability" as the full participation and engagement in college life. The latter was examined in relation to 11 criteria (three of which established more detailed sub-criteria). Refer to Annex III for the Ranking Tool used in this assessment.

The 11 "college life" criteria were applied to the public universities and regional technical colleges, and included: (1) institutional policies related to disability inclusion, (2) university initiatives related to disability, (3) physical infrastructure, considering the findings of the Accessibility Audit Tool across a variety of school facilities, (4) institutional practices with regard to supporting students with disabilities, (5) the social environment for students with disabilities, (6) availability and usage of assistive technology, (7) institutional practices vis-a-vis admitting students with disabilities, (8) accessibility of students with disabilities to academic programs, (9) access to examinations, (10) faculty/staff attitudes about disability and disability supports, and (11) faculty/staff knowledge about disability issues and disability supports.

Depending on the particular criteria being assessed, the individual field teams assigned a numerical value ranging from 0.0 (not favorable) to 0.5 (somewhat favorable) to 1.0 (favorable). Numeric values were designated on the basis of the team's overall consensus. It is important to highlight that the extent of the favorability of conditions was tailored to reflect the Egyptian context. For example, ranking physical accessibility was not just a mere application of how it should be defined according to the international best practice established by the American Disabilities Act. Rather, the scoring system and related definitions were modified to reflect the Egyptian context. Following the assignment of individual scores across each of the 11 criteria for each disability type, an overall score for each criteria was determined by a simple average of the scores for each of the three disability types.

Note that the ranking methodology reflects the principles of non-discrimination, equal access, and participation in the institution as a whole ("whole of institution approach"). This component of the assessment enabled a comparative perspective across public higher education institutions (HEIs), thereby

providing a snapshot into the relative favorability of institutional environments for students with disabilities.

The following limitations should be considered in the interpretation of findings associated with the use of the ranking tool. First, the team applied the tool at 23 of the 24 universities and five of the eight technical colleges visited. This is because security considerations prevented the team from visiting one university in North Sinai, and three regional technical colleges had to be interviewed by telephone because of time constraints. Consequently, the latter were not assessed using the ranking tool, as site visits were necessary for rating the physical accessibility of institutional facilities. Second, apart from libraries and administration buildings and some areas that were observed while moving about on campus, the assessment of physical accessibility was limited to the faculties in which the majority of students with disabilities were enrolled. This amounted to an average number of two buildings/faculties visited. Third, data (e.g., students with disabilities enrolled and/or graduated, faculties attended by students with disabilities, number of students with disabilities by disability type) were not available to the same extent for all higher education institutions. Finally, the absence of data on graduation rates for students with disabilities resulted in the inability to factor graduation rates into the university ranking schema.

In order to facilitate the interpretation of the individual and overall ratings, refer to Table 9 below for a general description of low, medium, and high favorability conditions for students with disabilities.

Table 9: HEI Favorability Conditions for Students with Disabilities

No.	Range Name	Range Values	General Description of Favorability
1	Low	0.00-0.29	HEIs that do not accept SWDs (or accept only in one faculty) and there is no institutional system in place for SWDs.
2	Medium	0.30-0.59	SWDs are generally accepted in more than two faculties, but they are accommodated only by individual initiatives of faculty as opposed to an institutional structure to support them.
3	High	0.60-1.00	Students are accepted in 3 or more faculties and there is an institutional structure in place to support them; e.g., a disability office and a disability plan.

2.1 Findings for Universities

1. According to the overall university rankings, two universities (8.7%) score in the high favorability range (0.60-1.00), 14 universities (60.9%) score in the medium favorability range (0.30-0.59) and seven universities (30.4%) score in the low favorability range (0.00-0.29). Refer to Table 9 above for a general description of the favorability characteristics of the rankings.
2. According to the university rankings on hearing disability, one university (4.4%) scores in the high favorability range (0.60-1.00), five universities (21.7%) score in the medium favorability range (0.30-0.59), and 17 universities (73.9%) score in the low favorability range (0.00-0.29). It is important to note that, of the 23 universities accessed, only six admit students with hearing disabilities.
3. According to the university rankings on visual disability, seven universities (17.4%) score in the high favorability range (0.60-1.00), 14 universities (60.9%) score in the medium favorability range (0.30-0.59), and two universities (8.7%) score in the low favorability range (0.00-0.29).

4. According to the university rankings on physical disability, four universities (17.4%) score in the high favorability range (0.60-1.00), 16 universities (69.6%) score in the medium favorability range (0.30-0.59), and three universities (13.0%) score in the low favorability range (0.00-0.29).

2.2 Findings for Technical Colleges

1. According to the overall technical college rankings, all five technical colleges surveyed (100%) score in the low favorability range (0.00-0.29).
2. According to the technical college rankings on hearing disabilities, one technical college (20%) score in the medium favorability range (0.30-0.59), while four (80%) score in the low favorability range (0.00-0.29).
3. According to the technical college rankings on visual and physical disabilities, all five colleges (100%) score in the low favorability range (0.00-0.29).

It is important to note that, for a university or technical college to be "highly recommended" for an intervention, it must score 0.60 or above on a minimum of two disabilities. Similarly, for a university or technical college to be "recommended" for an intervention, it must score a 0.45 or above on a minimum of two disabilities.

2.3 Conclusions

The foregoing findings indicate that there is no uniformity as to how HEIs approach the accommodation of students with disabilities generally, or in relation to how they provide supports to students within the disability types. Further, the findings suggest variation in accordance with the level of knowledge and experience of faculty and staff in working with students with visual, physical, and hearing disabilities.

Additional conclusions resulting from the analysis of results for Question 2 point to the fundamental importance of having an institutional framework in place for providing disability supports to students with disabilities. Thus, the existence of a disability support office with dedicated staff and a university-wide disability policy result in a more favorable enabling environment for students with disabilities. This conclusion strongly correlates with existing research on accessibility in HEIs and international best practices.

Findings also support the conclusion that public regional technical colleges consistently rank lower than their public university counterparts, and lag far behind in providing favorable enabling environments for students with disabilities, irrespective of their particular disability. Significant work is required for public regional technical colleges to make their programs accessible to students with disabilities and, thereby, support pathways to employment for persons with disabilities.

An overwhelming majority of public universities (73.9%) are ranked as low favorability for deaf and hard-of-hearing students, the least favorably ranked among the three disability types among public universities. This conclusion tracks with experience in other countries in achieving access for students with hearing disabilities. However, as set out more fully in the assessment, some important progress supported by the GOE and several HEIs are advancing access to public universities for such students. Refer to Question 1.

2.4 Recommendations

The assessment findings and conclusions result in the following recommendations:

1) Provide technical support to HEIs in developing institution-wide disability frameworks that encompass (a) a university-wide (or technical college-wide) disability policy, and (b) a disability support office with specific processes and procedures for providing disability accommodations to students with disabilities.
2) Support capacity building of faculty and staff. This would overcome the barriers that students with disabilities are experiencing that could otherwise be remediated with improved knowledge and understanding of faculty and staff regarding students with hearing, visual, ad physical disabilities.
3) Recommendations for Question 3 (below), which identifies specific HEIs as "highly recommended" and "recommended" for interventions, are set out in the next section, and should be read together with the recommendations for Question 2.

3. Support for Public Universities and Regional Technical Colleges

Assessment Question 3: Based on existing capacity as well as potential, which of Egypt's faculties and programs at public universities and regional technical colleges should be supported for people with disabilities (provide names of programs/faculties and location). Provide criteria and an analysis of your selection supported by data and statistics available.

Assessment Question 3 calls for criteria and analysis on the existing and potential capacity of higher education institutions to receive support for the purpose of improving accessibility for students with disabilities. The approach taken was to set forth criteria rooted in the factors necessary for supporting accessibility for students with disabilities from a whole of institution approach, and roughly correspond to a human rights-based approach (understanding access to education as intersecting with the full range of human rights). Factors understood as "necessary" were drawn from (1) international standards, in particular the CRPD; and (2) international best practices in inclusive higher education. This perspective essentially encompasses, at a whole institution level, the cultures, policies, practices, and ethos of an institution of higher education, and its reflection of an inclusive philosophy that seeks to not only identify and eliminate barriers to learning, but also proactively facilitate access for all students, including but not limited to disability inclusion. Thus, capacity aligned with a "whole of institution" approach involves consideration of a range of elements, including:

1. Clear policy and guidelines for implementation;
2. Supportive and effective leadership;
3. Ownership and acceptance of responsibility for disability inclusion;
4. Positive faculty and staff attitudes;
5. Trained faculty, disability support staff, and other personnel;
6. Engagement of students with disabilities in decision making (from planning to evaluation);
7. Engagement of learners;
8. Flexible curriculum that responds to individual needs;
9. A plan for ongoing faculty and staff development; and
10. The nurturing of communities of disability inclusive practices across the institution.

3.1 Findings

Table 10 identifies the universities with the greatest capacity among HEIs assessed to receive supports directed at improving accessibility for persons with disabilities. This is based on the criteria laid out in the foregoing paragraph.

3.2 Conclusions

The results of the analysis undertaken leads to a number of conclusions. First, the application of the criteria above allows for the identification of universities considered to have the best potential for support. This does not mean that other HEIs should not receive support, as evidenced in the findings, conclusions, and recommendations in other parts of this assessment. Rather, it identifies HEIs that have an enabling environment for advancing accessibility to students with disabilities, and that are well positioned to achieve continued results. Support for some or all of these HEIs could form part of a broader strategy to create good practice examples, for instance, through the designation of regional hubs of excellence that can stimulate uptake of accessibility policies, procedures and practices by HEIs who have yet to make significant improvements in accessibility to students with disabilities.

3.3 Recommendations

The application of the criteria above leads to recommendations in favor of:

1. Supporting 4-5 public institutions in a comprehensive "whole of institution" approach to improve access to facilities, services programs for students with physical and sensory disabilities.
2. Targeting support for other public institutions (e.g., assistive technology; assistive technology training; training on the provision of student accommodations; establishment of academic disability studies, especially ESL; E-learning (to address content gaps on disability and accessibility to E-learning for all).

Table 10: Highly Recommended and Recommended Rankings and Student Populations Disaggregated by Public University

#	Name of University	Overall Score, Disaggregated on the Basis of Disability Type				Known Student Population			Comments
		Overall Score	Hearing Disability	Visual Disability	Physical Disability	Total Number of Students	Number of Students with Disabilities *	Percentage	As noted in response to Question 1, there is a significant underreporting of disability and inadequacy of data collection on students' population.
Highly Recommended									
1	Fayoum University	0.68	0.61	0.71	0.72	25,000	35	0.14	As per the Fayoum University Website.
2	Cairo University	0.62	0.44	0.74	0.68	257,200	833	0.32	As per the Cairo University Website (2009 reported enrollment).
3	Helwan University	0.45	0.07	0.70	0.60	103,305	112	0.11	As per the Helwan University Website (February 1, 2008 reported enrollment).
4	Mansoura University	0.47	0.06	0.65	0.69	91,041	67	0.07	As per the Mansoura University Website (2010 reported enrollment).
Recommended									
5	Zagazig University	0.50	0.49	0.61	0.39	170,657	57	0.03	As per the Zagazig University Website (2004 reported enrollment).
6	Ain Shams University	0.55	0.44	0.70	0.52	170,000	543	0.32	As per the Ain Shams University Website (undergraduate enrollment only).
7	Sadat University	0.41	0.16	0.52	0.54	33,299	12	0.04	As per the Sadat University Website (33,299 undergraduates and 1,583 postgraduate student enrollment)

#	Name of University	Overall Score, Disaggregated on the Basis of Disability Type				Known Student Population			Comments
		Overall Score	Hearing Disability	Visual Disability	Physical Disability	Total Number of Students	Number of Students with Disabilities *	Percentage	As noted in response to Question 1, there is a significant underreporting of disability and inadequacy of data collection on students' population.
8	Beni Suef University	0.39	0.06	0.58	0.53	62,321	81	0.13	As per the Beni Suef University Website.
9	Kafr El Sheikh University	0.36	0.07	0.49	0.52	32,044	25	0.08	As per the Kafr El Sheikh University Website (2014/2015 reported enrollment).

***** There is no national requirement for data collection on students with disabilities at any level of education. Accordingly, the actual number of public university/regional technical college students has not been determined. For that reason, the assessment provided very limited information. HEIs that did have some data readily acknowledged that students with disabilities are significantly underreported.

Note: Data on enrollment of students with disabilities in universities and technical colleges are largely unavailable and, where available, are incomplete. Existing data reflect under-reporting, due to student reluctance to self-identify and/or disclose their disability, a phenomenon rooted in stigma.

4. Needs for Assistive Technology Equipment and Services

Assessment Question 4: Describe university and regional technical college support services and equipment necessary for visually and hearing impaired students and other types of disabilities to improve the quality of education for students with disabilities and identify the equipment, infrastructure requirements and average costs required to provide people with disabilities with a successful university and technical college experience (cost/student). This analysis should be conducted per university and technical college.

As part of the assessment and in response to Question 4, a site audit was undertaken during field visits to identify the needs of universities and technical colleges in facilitating access to academic programming for students with disabilities. The field teams conducted inventories of existing assistive technology (AT) equipment (and services provided) for students with disabilities, and interviewed students as well as relevant personnel. Group discussions with students and faculty provided further evidence as to needs.

For the purposes of the assessment, "support services" was defined as the provision of reasonable adjustments (practices, policies, and procedures) and auxiliary aids and services to students to enable their equal access to higher education. "Equipment" in this context referred to assistive technology to help students learn, communicate, and be more independent in higher education. Such technology could include any product or service that maintains or improves the ability of students/faculty or others with disabilities to access higher education. Finally, "infrastructure requirements" was defined, first, as barrier removal needs in the built environment. This is in accordance with the accessibility audit tool results, as informed by the Egyptian Building Code and international standards on accessibility in relation to the built environment (refer to Annex III, Barrier Removal Protocol). Second, "infrastructure requirements" referred to barrier removal needs in relation to the online environment (primarily university and technical college websites, online learning platforms, and other dimensions of online access important in the Egyptian higher education context, such as Facebook) (refer to Annex III, Web and Online Accessibility Protocol, in the Assessment Fieldwork Manual). Finally, in relation to costing elements for Question 4, "average costs" were determined in accordance with locally procured costing where possible and appropriate.

4.1 Findings on Assistive Technologies and Services

There was a marked distinction between universities and technical colleges in the provision of assistive technology and services to students with disabilities. Technical colleges did not offer such equipment or services. Many of the universities have some form of AT for students with visual disabilities, but it is not always used. No universities currently have AT for students with physical or hearing disabilities.[23] Within universities, AT and related student supports were frequently part of library services or housed in separate centers within individual faculties. In some instances, such as at Mansoura University, the central library and one faculty with the most students with visual disabilities provide AT and services. In other cases, such as Cairo University, AT and services were provided within more than one faculty as well as in the central library.

The AT inventories undertaken during site visits revealed the need for equipment and/or updated equipment to meet the demand and provide access to new and new versions of assistive technology

[23] Note that some universities provide wheelchairs or prosthetics and orthotics to students with physical disabilities, but these are not AT a university should provide. Furthermore, in the six universities where students with hearing disability are enrolled, sign language interpreters are provided by local NGOs and the Ministry of Social Solidarity. The universities do not provide sign language interpreters.

(refer to Annex XIII for specific inventory results and needs identification). For example, one university had 64 computers in the central library for students with visual disabilities. They were using Windows XP, which is very outdated and does not support new types of AT software. Beyond inventory observations revealing outdated assistive technology and limited quantities to meet demand (e.g., with regard to braille printers and quick feed scanners), the team repeatedly heard that assistive technology equipment is out-of-date, not working, or limited in number to meet student needs due to lack of resources. In addition, KIIs and group discussions with students revealed the need for training in assistive technology for students, staff, faculty, and E-learning professionals. Table 11 summarizes these findings.

Table 11: Summary of Findings on Assistive Technologies and Services

Disability sub-population	AT Equipment Needed	AT Services Needed
Visual	• Braille printers • Scanners • Optical Character Recognition (OCR) software • Screen reader software • Screen magnification software • CCTV desk magnifier • CCTV hand held magnifier • Audio players • Recorders • Large text keyboards • Mobile applications	• Individualized assessment and recommendations for AT • AT demonstrations and trials • AT training and information for students • AT training and information for faculty and AT staff • Training/technical assistance to faculty on accessible teaching (e.g., techniques for making visual media in lectures understandable for students with visual disabilities who use AT) • Note taking services • Audio recording services • Braille printing services/scanning to voice output services, etc. • Link to additional AT service providers • AT research and student consumer satisfaction evaluations
Hearing (specifically students who are hard of hearing as opposed to deaf)	• FM listening systems • Personal amplification systems • Hearing aids	• Individualized assessment and recommendations for AT • Referral to hearing specialists where needed • AT demonstrations, trials, and loans of various AT products • AT training and information for students • AT training and information for faculty and AT staff • Linkage to additional AT service providers, such as services provided by NGOs • AT research and student consumer satisfaction evaluations
Physical	• Writing supports (word prediction and speech recognition software) • Adjustable furniture	• Individualized assessment and recommendations for AT • AT demonstrations, trials, and loans of various AT products

Disability sub-population	AT Equipment Needed	AT Services Needed
	• Accessible computer workstations	• AT training and information to students • AT training and information to faculty and AT staff • Tape recording services • Video recording/streaming services • Linkage to additional AT service providers, such as providers of quality mobility devices provided by businesses or by NGOs • AT research and student consumer satisfaction evaluations

Refer to Annex XIII for costs of assistive technologies to accommodate students with disabilities.

4.2 Conclusions on Assistive Technologies and Services

These findings support the conclusion that all universities, in varying degrees, could benefit from additional equipment to enhance student access to academic material in terms of timely access, quality of access, and appropriate access in accordance with an individual student's needs. The findings have implications for HEIs to plan for technology supports and services for students to meet needs, and should be used as a basis for planning and implementing AT programs. They also serve as a foundation for continued research in this field.

Technical colleges need extensive supports in both the procurement of assistive technology and training for students and staff. Good practice findings in implementing accommodations using assistive technology could be replicated and reinforced through the adoption of institutional policies (refer to Annex X). Further, while assessment findings point to at least a minimum level of assistive technology supports and services at universities, there was little to no indication as to the existence of a systemized approach/procedure for helping a student identify needs and select appropriate supports based on those findings. Given that AT supports may be new for many students with disabilities, developing a systematic approach would be useful. In sum, the foregoing indicates the need for procuring quality assistive technology that responds to student needs, together with the need for training, so that disability support staff and students understand how to utilize such technology effectively.

4.3 Recommendations

The assessment team recommends the following actions:

1. Support the procurement of assistive technology and training in its use by university staff, with preference for local sourcing where possible, including high priority items, such as:
    - Braille printers
    - Quick feed scanners
    - Screen reading/related software
2. Support the development of training curricula for accessible ICTs.

5. Gender Dynamics of Persons with Disabilities

Assessment Question 5: What are the gender dynamics for people with disabilities in public universities and regional technical colleges (are they related to the specializations offered in the university?) Are they different from gender dynamics of non-PWD? How so? And identify any major inequity challenges and steps that should be taken to reach gender parity.

In response to Question 5, the assessment sought to consider the gender dynamics for persons with disabilities.[24] Gender data (e.g., data on students with disabilities enrolled in public higher education, barriers experienced by female and male students) were obtained during key data collection activities, as well as gleaned from the existing literature.[25] Recalling the social model understanding of disability, gender analysis, as understood in the CRPD, addresses the impact of the social environment on women and girls and men and boys with disabilities. It further recognizes that women and girls with disabilities are very often subject to multiple forms of discrimination, and that measures may be required to ensure their rights, including their right to education and their unique needs in higher education.[26]

5.1 Findings on Gender Dynamics

The assessment exposed data gaps on the number of students with disabilities enrolled in higher education. Virtually no information was disaggregated on the basis of gender. Data from university and technical college interviews revealed an acknowledgment and concern on the part of university personnel that data on disability were unreliable and required attention. Cairo University, for instance, acknowledged the absence of data on disability disaggregated by disability type and gender, and is putting a plan in place to enhance data collection to better capture the number of students with disabilities enrolled, their gender, and their disability.

KIIs showed gender differences rooted in perceptions about disability in Egyptian society. Some KIIs exposed the notion that females with disabilities are regarded as less marriageable by families and a potential threat to the marriageability of female siblings. Furthermore, a female student with a disability is more likely to be pushed into higher education, due to assumptions about marriageability and the perception of an enhanced need to attain economic self-sufficiency. The absence of data on the enrollment of students with disabilities in HEIs, disaggregated on the basis of gender, does not allow for a determination of whether there is gender parity in enrollment among students with disabilities. UNESCO data indicate a lower proportion of females to males across Egyptian public and private HEIs (UNESCO Institute for Statistics, 2013).

The group discussions with students highlighted how women with disabilities are more likely to know and assert their rights and to ask for some form of reasonable accommodations, in comparison to their male counterparts.

In addition, respondents pointed to cultural attitudes impacting female students with physical disabilities in particular. Female students with physical disabilities are reported to be less likely than male counterparts to accept assistance from strangers/non-family members in surmounting barriers on

[24] CRPD, art. 6(1) ("States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms. 2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention."). *Id.*
[25] Gender dynamics were incorporated into data collection tools. Refer to Annex III.
[26] CRPD, art. 6(1).

campus, and more likely to require the personal assistance of family members to navigate barriers. Male students with disabilities were more likely to rely on assistance, for example, in having their wheelchairs carried up and down stairs.

5.2 Conclusions on Gender Dynamics

The findings suggest several principal conclusions relating to gender dynamics for students with disabilities in Egyptian public higher education. First, general (societal) attitudinal barriers impact female students differently. Women students with disabilities may be more limited in their opportunity to access and pursue higher education, especially if it requires leaving home. Improvements to physical infrastructure as well as accessible transport to and around campus will improve access to higher education for all students with disabilities. They may also be particularly beneficial to female students with disabilities (especially those facing mobility restrictions), and also lessen the burden on their families in terms of getting them to and around campus. Men with disabilities may be more reluctant to self-advocate at university. For instance, they may be less likely to request reasonable accommodations or other types of support, which underscores the relevance of self-advocacy skills for men and women students with disabilities, especially at the critical transition stage into higher education. Finally, and critically for addressing the discrete needs of male and female students with disabilities, the lack of gender disaggregated data (as well as disability data) may reinforce barriers to higher education, as their discrete needs – a fundamental element of the principle of disability accommodations and gender equity – are not informing decision making.

5.3 Recommendations

The findings and conclusions relating to gender dynamics underscore that data disaggregated on the basis of disability and gender must be collected in order to understand the situation of students with disabilities in HEIs and, specifically, gender dynamics in enrollment, retention, graduation, and subsequent employment. HEIs could be pressed into prioritizing this component of data collection through a directive or decree issued by the Supreme Council of Universities. Further, disaggregated data collection could be a requirement reflected in university-wide disability policies. To that end, the assessment team recommends the following actions to be taken:

1. Provide technical assistance to support the GOE and HEIs in collecting appropriate statistical and research data; and utilizing such data to formulate and implement policies designed to address and dismantle barriers to HEIs for students with disabilities.

To address the transition into higher education for both men and women with disabilities, the following training needs are recommended:

2. Training to address higher education barriers through self-determination and self-advocacy skills; other non-academic skills to enable success in higher education, such as self-determination, social skills, organizational skills, community and peer connection, conflict resolution, career skill building and career development, and computer/technological skills.

Understanding the barriers that inaccessible transport to and around campuses, as well as physical barriers into and inside buildings present to men and women students, plus the particular disadvantage this creates for female students with physical disabilities, the assessment team recommends technical assistance and training to identify, prioritize, and remove such barriers. (See also Recommendations under Question 1).

6. Employment of Persons with Disabilities

Assessment Question 6: After graduation with a university or technical degree, in which employment fields are people with disabilities accepted in the labor market? Are the people with disabilities applicants discriminated against because of their disability? Describe how.

Securing employment upon graduation from university or technical college is a challenge in Egypt generally. In 2013, the unemployment rate in Egypt exceeded 13 percent.[27] Existing data gaps on university/technical college graduates with disabilities and their employment situation following graduation were found. This precluded a determination or analysis as to where students with disabilities were finding employment, or their employability relative to their non-disabled graduate peers. Efforts to attain a picture of the situation of employment for graduates with disabilities had to rely, instead, on data gleaned from the GOE and stakeholders familiar with the Egyptian law quota system, as well as KIIs with private sector employers, Disabled Peoples' Organizations (DPOs), NGOs, and donors focused on employment access for persons with disabilities.

6.1 Findings on Employment

Universities and technical colleges do not currently gather data on the employment of graduates with disabilities, nor does the GOE collect such data. A picture of employment generally for persons with disabilities is available due to the legislated quota system, in which employers with 50+ employees must attain a 5% level of employment by persons with disabilities. Notably, pending legislation currently before Parliament stands to expand the quota system by reducing the threshold to employers with 20+ employees.[28] Data from a variety of stakeholders (e.g., the GOE, students with disabilities, private employers, donors, DPOs) reveal that the current quota system is not achieving its intended effect to provide quality jobs for persons with disabilities. Rather, employers meet the quota system by obtaining lists of available persons with disabilities from the Ministry of Labor, hire them at low wage levels, and tell them to stay home.

KII data reveal the existence of stereotypical perceptions about disability and employment. When asked what employment sectors were open to persons with disabilities, a frequently cited example was the placement of blind employees at call centers. Research across the world provides further evidence that, as a general proposition, unemployment of persons with disabilities is attributable to employee misconceptions about the capabilities of workers with disabilities, and the belief that they are less productive employees than their non-disabled peers.[29]

Legal analysis undertaken shows that the legal framework does not provide a guarantee of protection against discrimination on the basis of disability that includes the provision of reasonable accommodation in recruitment, hiring and employment, continuance of employment, career advancement, and safe and healthy working conditions. The foregoing protections are required under the CRPD and, thus, represent international obligations assumed by the GOE under the CRPD.[30]

Some promising pilot programs are focused on enhancing employment by persons with disabilities. For instance, a GOE initiative through the Ministry of Social Solidarity, General Department for Social Rehabilitation, resulted in 64 businesses hiring persons with disabilities (1,040 employed) in FY 2016,

[27] See USAID, *Egypt Labor Market Assessment: Final Report* (2015).
[28] See Draft Egyptian National Law on Persons with Disabilities.
[29] See, for example, World Health Organization and World Bank (2011), Chapter 8.
[30] See CRPD, arts. 4, 5, 27.

which is reported to be an ongoing effort to amplify employment of persons with disabilities in the private sector. An initiative funded through the UNDP-administered grant and implemented by the ILO was less successful in attaining its projected 50% employment of trainees, reported as attributable in part to the economic downturn as a major component of the program was targeting the tourism sector. Yet, it did foster the establishment of the Disability Inclusive Employment Network with the engagement of the private sector in disability inclusion (refer to Annex XIII for members).

NGOs are beginning to advance disability inclusion in employment for graduates. Of note is the NGO DAESN's first program to promote employment of visually impaired students after graduation, which resulted in the training and job placement of 230 out of 260 participants with visual disabilities. CSR initiatives are underway in Egypt, as evidenced by the CSR Conference held in Cairo in March 2017, which included a panel on disability inclusion. However, there is little evidence that disability inclusion is a major component of CSR initiatives at this stage.

6.2 Conclusions on Employment

While data on the employment of graduates with disabilities are non-existent, it is apparent that the major GOE strategy for disability inclusive employment, the 5% quota system, is not being effectively implemented. Employers tend to satisfy the quota through hiring practices that place persons with disabilities in fictitious, low wage positions, rather than facilitating entry into quality, genuine employment opportunities. Put simply, findings point to low expectations among employers about persons with disabilities in the workplace. The current effort to expand the quota system to employers with 20+ employees is likely to face the same problem, unless efforts are made to monitor and undertake measures to make the quota system effective. In the absence of genuine employment, the quota requirement would appear to be a private sector unemployment subsidy to the GOE.

Findings also indicate that the legal system is insufficient to support a robust non-discrimination policy. That is, it does not include the duty to provide reasonable accommodation to employees with disabilities — a core element of the non-discrimination duty and an essential protection for workers with disabilities.

As part of the ongoing effort to strengthen disability law, disability non-discrimination law must be accompanied by a duty to provide reasonable accommodation in employment and other aspects of life, consistent with the CRPD to which Egypt is a party. A review of the national disability legislation currently before Parliament leads to the following conclusions. First, there is insufficient understanding of the requirements of the CRPD and how they may be effectively integrated into Egyptian domestic law. Second, the regulatory framework required to be developed once the national disability legislation is passed will be critical for the effective implementation of the law. It has significant implications (and potential) for advancing access to higher education for students with disabilities and employment opportunities for graduates.

There are emerging, though small scale, efforts to address accessibility to the labor market among Egyptian and international companies, which could be brought to scale through HEI collaboration. Furthermore, CSR efforts indicate promising practices. Research from other countries show they could be a successful approach in Egypt, given that the strategy is often an entry point to shifts in the disability inclusive hiring practices of companies.[31]

[31] Von Schrader et al, 2011; SHRM, 2013.

6.3 Recommendations

The absence of data on the employment of graduates with disabilities, and disabled persons generally, makes it difficult to determine which employment fields could be most receptive and appropriate for graduates with disabilities. The findings of this assessment reveal, however, that advancing economic opportunity for graduates with disabilities requires, in part, supporting disability inclusion into mainstream public policy and practice. The assessment team recommends support for providing technical assistance to:

1. Establish and make available a thorough inventory and clearinghouse of existing training programs for skills needed to meet needs for employment gaps;
2. Develop and support high quality partnerships with private sector employers that include hiring agreements and access to career advancement;
3. Construct tools and training manuals that provide program funders, counselors, and disabled job seekers better information on labor market demand in Egypt, with opportunities for continuous feedback, and drawing on the extensive data provided in the USAID Labor Market report.
4. Ensure that current Egyptian law and regulations prohibit discrimination in employment on the basis of disability, consistent with the CRPD, and inclusive of the duty to provide reasonable accommodation. Such legislation must be accompanied by regulations spelling out the duty in relation to education, employment, and other spheres.

7. HEI Assistance with Labor Market Entry

Assessment Question 7: Recommend which Egyptian institutions (specific university or technical college departments/faculties) are best poised to help people with disabilities entry into the labor market based on past experience, existing resources and capacity, proximity to private sector, responsiveness to engage in new opportunities, or other relevant criteria as identified by the assessment team. What are the types of assistance they need to expand their work?

Question 7 addresses HEI assistance into the labor market for persons with disabilities. At first instance, the team identified those HEIs with career development centers (CDCs). Second, the team queried which CDCs were serving students with disabilities. The team gathered additional data concerning the extent to which HEIs without CDCs were providing career supports to their students, and whether students with disabilities were included in those efforts.

Table 12 identifies the criteria used by the team to identify which HEIs are best poised to provide assistance.

Table 12 Criteria for Identifying HEIs

Criterion #	Criterion Descriptor
1	Universities with CDCs that serve SWDs
2	Universities with CDCs
3	Universities that have some type of job placement structure or service
4	Universities with disability inclusive job fairs
5	Universities with links to the private sector and DPOs/NGOs and collaborative efforts to promote employment opportunities for students with disabilities

7.1 Findings on HEIs Poised to Assist Entry into Labor Market

There are three public HEIs with CDCs currently serving students with disabilities. They are Ain Shams, Mansoura, and Quena. Of these, the CDC at Mansoura is new, but makes reference to the inclusion of students with disabilities in its planning documentation. Of note, there was no coordination between the CDC and Disability Office. Quena University's CDC was serving students with disabilities and, in collaboration with disability-focused NGOs, held job fairs, including one for students with disabilities in 2014. It also provides job searching, interview skills, CV writing, and career counseling for students with disabilities. In partnership with an NGO and the local military base, the CDC is providing assistive technology training at a military training center, and involving blind military personnel as trainers. Bani Suef University has no CDC, but it does organize a job fair with the help of NGOs and the private sector in collaboration with the disability unit.

Another HEI with a CDC is Suez Canal University, which is not currently serving students with disabilities. Group discussions at Suez Canal further revealed that students with disabilities were not aware of the CDC. The Graduates Follow Up unit at Fayoum University holds job fairs, but is not currently serving students with disabilities.

7.2 Conclusions on HEIs Poised to Assist Entry into Labor Market

Based on the foregoing universities identified and criteria set forth above, those HEIs with existing CDC infrastructure that are already serving students with disabilities are best poised to assist their entry into the labor market. This may be especially the case for those universities that have established relationships with employers who have hired students with disabilities, and those with links to DPOs and NGOs with experience in preparing persons with disabilities for the job market. Those HEIs include Ain Shams, Mansoura, and Quena. Those HEIs without formalized CDCs, but that provide career development supports to the student body nonetheless, are also poised to assist students with disabilities. They help them enter the labor market through internships, career fairs, soft skills development, and other services.

7.3. Recommendations on HEIs Poised to Assist Entry into Labor Market

The team recommends:

1. Providing support to the identified HEIs to serve students with disabilities in both mainstream and targeted services, and in relation to meeting the assistance needs of the CDCs, as explained below, in relation to the second element of Question 7.
2. Providing support to enable HEIs without formalized CDCs to ensure that the services they do offer are inclusive of students with disabilities.

7.4 Findings on HEI Assistance Needs

KIIs indicated a range of assistance needs to support and expand efforts to facilitate entry into the labor markets for students with disabilities. One CDC officer noted the need for a specially trained outreach officer who could forge relationships with companies open to hiring students with disabilities. Forging partnerships with DPOs and NGOs that are already well versed in supporting persons with disabilities in finding employment was commonly referenced as useful. The identification of companies open to hiring persons with disabilities was also considered a necessary element in assisting students with disabilities. The absence of data on employment in the private sector, disaggregated on the basis of disability and gender, is a further finding. Filling that data gap was seen as potentially useful in guiding students with disabilities into employment.

7.5 Conclusions on HEI Assistance Needs

A review of the current services provided by university CDCs, services provided by universities to support employment opportunities for students with disabilities, and evidence of the assistance required by HEIs (according to KIIs with stakeholders from HEIs, DPOs, NGOs, and the GOE) shows that there are HEI assistance needs in the areas of career development and employment opportunity services. Data gaps stand in the way of precisely understanding the assistance needs, and further underscore the need for HEIs (and employers) to collect disability specific data. Moreover, HEIs that provide supports to the student body, without any formalized career development services, should likewise be supported in their provision of services to students with disabilities, both on a targeted basis and in terms of mainstream support.

7.6 Recommendations

It is recommended that HEI assistance needs be met through support in the following areas.

1. Disability inclusive career development and employment opportunity services, both in the existing formalized CDCs and informal career development services.
2. Training on how to design disability inclusive job fairs, career counseling, and mentoring, especially among those HEIs not serving students with disabilities.
3. Technical support on the capturing of data on employment of graduates with disabilities for CDCs, in coordination with the National Council on Disability.
4. Support for the establishment of linkages between HEI CDCs and services to employers, and partnerships with private sector companies for internships and job placements.

8. People with Disabilities Stakeholders

Assessment Question 8: Who are the people with disabilities stakeholders – other donors, policy-makers, university and technical college administrators, teachers, families, and students with and without disabilities – that can contribute to improving educational opportunities and outcomes for university students with disabilities? And identify current programs in this area including donor assistance, if any, listing challenges and best practices developed by other donors if they are available.

8.1 Findings on Stakeholders

The assessment team canvassed a variety of stakeholders during site visits at HEIs, as well as interviews with existing donor programs to determine whether and how they were contributing to improving educational opportunities and outcomes for students with disabilities. The team also identified DPOs and NGOs that are advancing higher education access and improving employment opportunities for students with disabilities.

As noted in Question 1, KIIs revealed high level support within university administrations for advancing disability inclusion. In response to a query regarding the origins of the interest, one university vice president underscored the priority being given by Egyptian President el-Sisi. A vice president at another university noted the high prevalence of disability at the HEI where he worked, and expressed interest in a more focused disability studies curriculum. Another dean of a Faculty of Arts committed to implementing accessibility measures and, during the team's visit, instructed all departments to admit students with disabilities to the faculty. During a site visit to yet another HEI, the president responded favorably to taking action on the issue of accessible transport.

Although family members were not a major focus of data collection, they were often in attendance at student group discussions, in all instances providing support to their children enrolled in HEIs. On at least two occasions, parents specifically requested that the team interview them so that they could share their perceptions of barriers.

Five percent of scholarships supported by USAID to private and public HEIs are allocated to persons with disabilities (e.g., the Local Scholarship Program). The USAID project to develop career development centers resulted in disability inclusion and employment placement support. Other scholarship programs, such as that funded by Kalaa Holdings, are not consciously supporting disability inclusion, but reported a willingness to do so.

Engagement with HEIs tended to be indirect, for instance, partnering with HEIs on the holding of disability inclusive arts and cultural events. The European Union (EU) was focused on supporting inclusion in primary and secondary school levels, but noted the relevance of Erasmus+[32] and its potential to support disability inclusion in HEIs, as well as Horizon 2020,[33] which funds research across HEIs. Further, the EU noted the existence of the Development Partners Group. The EU and UNICEF are co-chairing a sub-group on educational skills and development, with the suggestion that higher education could be included as a component. This would be of interest, as they rarely focus on higher education.

More donor attention was directed at employment opportunities. In some instances, they targeted persons with disabilities directly; in others, they worked toward mainstreaming persons with disabilities into employment projects. A large local donor, the Sawiris Foundation for Social Development, supports employment training, and views scholarships as most relevant for advancing HEIs and employment of graduates with disabilities. An innovative HEI program, funded by Sawiris and implemented by the Cairo-based Learning Resource Center and University College London, supports MA degrees in special and inclusive education. Also of interest for its awareness raising potential was an initiative funded by the Swiss government. In this regard, professional photographers photographed deaf Egyptians, using sign language as part of a campaign to raise awareness about Egyptian sign language, and prominently displayed them on the exterior walls of the Swiss Embassy in Cairo.

There are many examples of DPO and NGO programs to support students with disabilities in higher education. The HELM Foundation launched the first accessible street with curves and sidewalk tiles around Cairo University for students with visual disabilities. HELM also worked with the Vodaphone Foundation to develop an app to provide information about the accessibility of over 500 Cairo businesses. Other examples of supporting students with disabilities include: the provision of interpreter services for deaf students (e.g., Asdaa, Raaya Masr, Coptic Cultural Center); mentoring, self-determination, and employment skills for persons with physical disabilities (Al Hassan Foundation); early identification and assistance with necessary supports for students with visual disabilities, including advocacy in higher education, on occasion (Baseera); and NGO-supported disability awareness events held on university campuses, such as the Awladna International Forum for Arts of the Gifted. DAESN has established an electronic library in universities for students with visual disabilities. It has also created a web portal for students with visual disabilities to access course materials and exams. The NGO is now working to provide the web portal at Cairo, Ain Shams, and Helwan universities, and is planning to launch the portal at Zagazig University. The web portal is notable as it aims to address barriers to accessible course material and examinations for students with visual disabilities by providing an accessible and secure online portal platform. DAESN is supporting employment for students with visual disabilities via employment counselling, training, and placement. Its three-year project started in 2009, trained 260 blind students, and placed 230 of them in jobs.

[32] For information on the EU program, see https://ec.europa.eu/programmes/erasmus-plus/node_en.
[33] For information on the EU program, see https://ec.europa.eu/programmes/horizon2020/.

Finally, the launch of a new Alexandrina Bibliotheca Embassies of Knowledge Program is poised to expand across all public HEIs. Its primary aim is to enhance student and faculty digital access to the holdings of the famous library. Of note, the program has internal assistive technology expertise within its staff, and the training expertise to service students with disabilities. The Embassies of Knowledge programs are housed within HEI libraries. They were not, however, in those HEIs that have them, referenced to the assessment team, and there was low awareness of them among disability support staff at HEIs.

8.2 Conclusions on Stakeholders

Addressing the barriers identified in the assessment involves a wide range of stakeholders beyond HEIs. Many of the stakeholders interviewed are already providing much needed supports, and are willing and able to do more with additional information, technical know-how, and/or financial resources. The findings show stakeholder potential for support within HEIs, where there is evidence of high level administration support for advancing disability inclusion for students with disabilities, and among certain faculty champions. Formalizing this support, for instance, through the creation of an institutional structure as has been done at Cairo University, could better facilitate communication, exchange of information, and progress.

Data also revealed the existence of some strong DPO and NGO initiatives, together with HEI willingness to work with civil society partners to advance accessibility. DPO practices are providing much-needed supports to improve accessibility and raise awareness. However, they require additional resources to meet needs, including the removal of barriers, provision of student peer supports and mentoring, and training on disability awareness for HEI faculty, staff, and student population. The new Alexandrina Bibliotheca Embassies of Knowledge Program, currently under expansion across the public universities, provides a platform for assistive technology training and, possibly, service provision.

Donor assistance in the area of employment for persons with disabilities is more focused than donor assistance to HEIs. USAID's allocation of 5% scholarships to persons with disabilities is an approach that merits replication for scholarship programs for study at public HEIs in Egypt and for study abroad. The UN Partnership on the Rights of Persons with Disabilities (UNPRPD) project did not meet its potential, in part, because the tourism sector (which was targeted) was hit hard by the economic crisis. Donor initiatives, especially the EU's Erasmus+ and Horizon 2020, hold great promise for enhancing the capacity of HEIs to address the needs of students with disabilities, and offering opportunities for students with disabilities to study abroad.

8.3 Recommendations Regarding Stakeholders

The assessment team recommends the following to harness stakeholder assets and bring them to scale in support of accessibility for students with disabilities in HEIs and employment:

1. Provide technical support to help the GOE and HEI administrations develop policies reflecting international standards and best practices, given their interest in increasing the capacity of HEIs to support students with disabilities;
2. Support and bring to scale DPO and NGO partnerships in meeting the needs of HEIs so as to increase the access of students with disabilities to quality education. DPOs and NGOs should be seen not as substitutes for what universities should do, but as stakeholders in the accessibility work undertaken by HEIs.
3. Disseminate this report and other information on the needs of students with disabilities in HEIs within the Donor Coordination Group, perhaps with a targeted HEI focus for 2018, the Year of Persons with Disabilities in Egypt. Providing information about the needs of students with

disabilities, and that of HEIs in meeting those needs to donors is an important element in advancing disability inclusion in existing donor supports, such as the European Erasmus+ program.

9. Engaging the Private Sector

Assessment Question 9: Recommend on how to involve the private sector to work with universities and regional technical colleges to support people with disabilities, with special emphasis on the incentives that would encourage the private sector to participate.

The assessment questions above have largely focused on the 'supply' side of employment, namely the needs of university students and graduate job-seekers with disabilities. These include access to quality higher education, and, critically, access to the support they require to be able to travel to and from work, and perform in the job. The 'demand' side of employment requires raising employer awareness of disability issues, disability accommodations, the business benefits of employing persons with disabilities, and financial incentives and technical advisory services to help open doors to employment opportunities in the open labor market.

Question 9 seeks to identify strategies for effectively engaging the private sector in supporting students with disabilities in the context of higher education. Globally, the employment rate for people with disabilities is significantly below that of the overall total population, ranging from 30-38%, as opposed to 81-92% for those without disabilities.[34] Research, though limited, suggests that attainment of higher education leads to the enhanced likelihood of obtaining employment among persons with disabilities.[35] While employment statistics on Egyptian graduates with disabilities are unknown, employment rates are likely to correspond with global trends, thus underscoring the need for HEIs to incentivize the private sector to support inclusive employment initiatives.

9.1 Findings on Private Sector Engagement with HEIs on Disability Inclusion

As an initial response to Question 9, the team assessed the existence of private sector platforms that could be harnessed by HEIs to support employment of graduates with disabilities. Key findings included the existence of a new network of interested private sector employers. This network, created in 2015 as the Egypt Business and Disability Network, meets regularly to share experiences, challenges, and solutions with regard to hiring persons with disabilities. Good practices from the Network are being captured and disseminated, as evidenced by the ILO publication, "Disability in the Workplace: Company Practices from Egypt" (for membership, see Annex XIII). The National Council on Disability held its first job fair this year, and is working on establishing linkages with companies willing to support, through policy and practice, disability inclusive employment. CSR programs, while not currently focused on disability inclusion, were cited as a potential entry point for creating university-employer linkages to graduates with disabilities.

Findings from a roundtable discussion with employers highlight that the decisive factor in hiring for the private sector in Egypt is finding a well-qualified recruit. Participants emphasized their interest in obtaining qualified candidates with disabilities, but also noted the lack of disability-specific policies and workplace accommodation procedures/expertise. KIIs with large employers seemed to support these

[34] Bruyère, Mitra, and Van Looy, *World Report on Disability and Rehabilitation* (2011).
[35] OECD, *Disability in Higher Education* (2003).

findings. As one large employer observed, there is a growing interest in disability as a diversity objective. He also maintained that diversity initiatives within the Egyptian private sector have tended to focus on gender inclusion but not disability inclusion. Disability inclusive policies, human resources practices, and other elements are not yet mainstreamed into diversity efforts, and good practices are needed. The head of a human resources department at a large employer in the finance sector provided an example of a manager calling and asking what to do about an employee who used a wheelchair; the manager was displaying a clear lack of knowledge and unfounded assumptions about that employee. The ILO reported significant barriers to employment on account of inaccessible transport for employees with disabilities.

Finally, the desk review of evidence-based research concluded that when people with disabilities participate in the labor market, human resources are maximized and result in an improved return on investment, and employers contribute to social inclusion in the workplace and society as a whole. Research also uncovered the following strategies associated with disability inclusive employment: (1) introducing disability into diversity initiatives; (2) providing disability awareness training for recruiters; (3) proactive recruiting from institutions of higher education; and (4) establishing important relationships with local community employment service providers. These findings reiterate the importance of workforce development efforts focused at the local level, which establish the necessary relationships to enact measurable results.

9.2 Conclusions on Private Sector Engagement with HEIs on Disability Inclusion

The findings point to a heightened awareness of and interest in supporting employment of persons with disabilities within the private sector. They also reveal the existence of a specific network of employers currently engaged in disability inclusion. First, there is a growing private sector awareness within Egypt of the need to address disability inclusion as an element of diversity within the workplace. Employers are open to and interested in obtaining technical assistance and training on the development of disability inclusion policies based on good practice standards. Above all, employers are interested in recruiting qualified employees, which suggests that job placements for qualified graduates with disabilities can help address the general challenge of finding qualified employees to meet current needs. Private sector employers may be most responsive to a business case for employing people with disabilities. Further, career development services at Egyptian public universities, especially those existing in the form of a CDC, provide a potential resource for both students with disabilities and private sector employers.

Data collected from KIIs conclude that a career pathways model could incentivize private sector employers to hire graduates with disabilities. This model emphasizes the linkage of education and training with workplace experience (such as through internships) and credentialing to provide a pathway to employment that meets market demand.[36] Potential elements worthy of consideration include a coordinated effort to engage a mix of public, private, and non-profit resources (e.g., DPOs) to recruit students and graduates with disabilities into employment in the private sector, as illustrated in Table 13.

[36] See Scully-Russ (2012), and Bruyere et al., *World Report on Disability and Rehabilitation* (2011).

Table 13: Career Pathways Model for Employing Graduates with Disabilities

Career Development Center Programming	HEIs	DPOs, NGOs and other social service agencies
Individual counselling	MOUs between technical college and private sector for targeted placement of qualified students with disabilities	Soft skills training
Job fairs	Formal internship arrangements with private sector employers	Job referrals
Career development seminars	Guest speakers with disabilities who are faculty members or graduates in the workforce	Assistive technology training/assistance for private sector employers
Soft skills training	Resume preparation; job search techniques; interview techniques	Provide sector assistance regarding advice on proper placement, recruitment, accommodations

The desk review provided further evidence, based on research conducted in other countries, that these are the best approaches to increasing the recruitment and hiring of persons with disabilities. Thus, demonstrating the strong loyalty and low rates of absenteeism among employees with disabilities, apparent in some research, would likely provide further incentives for Egyptian employers.

9.3 Recommendations with Regard to Private Sector Engagement

The findings and conclusions point to specific strategies that could incentivize private sector employers to expand their hiring of graduates with disabilities. The assessment team recommends the following forms of support:

1. Incentivize the private sector through technical assistance provision on workplace disability inclusion policies, planning, and accommodation best practices.
2. Support the development of partnerships between HEIs and private sector employers through job placement services that link graduate job-seekers with disabilities with jobs suited to their aptitudes, interests, and abilities, and assist employers in finding suitable candidates with disabilities for their job vacancies.
3. Engage the private sector in ensuring disability inclusion in existing CSR programs, including scholarship and mentoring programs;
4. Institute measures to promote entrepreneurship and enterprise development among people with disabilities, particularly in light of research indicating that persons with disabilities are very often employed in the informal sector.

10. Recommendations for Possible Disability Interventions in Higher Education Institutions

Assessment Question 10: Recommend potential interventions for providing services to people with disabilities in universities and technical colleges. Recommendations should be based on the analysis obtained from the previous questions and should also take into account other donor assistance being provided, including any best practices developed by other donors.

A core component of the assessment, reflected in Question 10, is to provide recommendations for possible interventions in services for students with disabilities in universities and technical colleges. The recommendations are informed by a conceptual approach based on CRPD mandates for non-

discriminatory, quality, accessible, and inclusive higher education and access to employment for persons with disabilities. In so doing, a "whole of institution" approach is adopted, reflecting not only the CRPD framework for inclusive and accessible higher education, but also the breadth of the assessment SOW and prevailing good practices supported by the literature.[37]

The recommendations for programmatic interventions are consonant with the multiple and intersecting dimensions of achieving full and equal access to higher education for students with disabilities. It:

1. Allows for the consideration of barriers and their removal in all aspects of the educational experience, from admission and enrolment through graduation and beyond; and
2. Is fully supported by the findings and conclusions, inasmuch as they disclose opportunities to make progress, given the many "islands" of promising practices and overwhelming support across the GOE and within public HEIs for improving access to students with disabilities.

10.1 Recommendations for Programmatic Support for Base Case and Expanded Investment Scenarios

The findings and conclusions generated in this assessment point to three principal areas within which possible interventions may be grouped: (1) Technical Assistance; (2) Training and Education Support; and (3) Equipment Provision. Key areas of support under these three categories are set out in Table 14.

Table 14: Key Areas of Potential Programmatic Support

	Principal Areas of Support
Technical Assistance	• GOE legal and policy support • CRPD implementation (legislative, institutional) • Regulatory framework development • Accessibility standards using WCAG Standards • Barrier removal identification and planning
Training and Education Support	• Disability Support Center training • Student self-determination and advocacy training • Faculty and staff disability awareness training • Disability inclusive curricula development in key areas of academic programming • Disability accommodations for examinations • Employer workplace disability policy making and provision of reasonable accommodations • ICT access support within the Supreme Council of Universities • Assistive technology training in gap areas
Equipment Provision	• Procurement of assistive technology

Recommendations for base case investment scenario support focus on the provision of a small number of HEIs, together with strengthening the law and policy framework on which disability inclusion in higher education must be built. Recommendations for an expanded investment case scenario increases the coverage of base-level support to HEIs, and provide incentivized opportunities for additional support for those HEIs that show progress in attaining base-level accessibility.

[37] See, for example, OECD, *Education Policy Analysis*, Chapter 1. Further, the Committee on the Rights of Persons with Disabilities affirms this approach, articulating in General Comment No. 4 (Article 24 — Education) on the Right to Inclusive Education, the core features of inclusive education as encompassing a (1) whole system approach; (2) whole of educational environment; and (3) whole of person approach (CRPD Committee, General Comment No. 4, 25 Nov. 2016).

It is well understood, in legal and practical terms, that improving accessibility is a process. Whereas certain barriers can and must be legally removed immediately (e.g., disability discrimination written into law), others will be removed over time, within a framework that is sensitive to resource constraints (e.g., comprehensive retrofitting of old buildings). Proposed interventions take into account the need to achieve accessibility gains along a timeline that: (1) addresses discriminatory barriers; (2) prioritizes accessibility measures to be pursued in the short term; and (3) puts into place planning processes for medium and long-term measures. Further, as the findings reveal, needs relate to three levels of intervention: (1) macro level supports (GOE); (2) meso level supports (universities/technical colleges and communities); and (3) micro level supports (individual students, faculty, staff). In sum, the foregoing aligns with research according to which the prevailing standard is for educational systems to adopt a whole-of-institution approach with interventions targeting, broadly, access, support, policy, curriculum, pedagogy, quality teaching, and assessment of achievement.

The base case investment scenario will provide a basic-level of support (i.e., support for disability inclusion to attain a minimum core standard for prioritized HEIs to provide). As Table 15 illustrates, a base case investment scenario should enable a select number of individual institutions to achieve a degree of accessibility, and also lend support to the GOE in providing a strong law and policy foundation for accessibility in HEIs for students with disabilities. While such an approach falls short of best practice, and is clearly open to quality improvement and expansion, it will enable the provision of essential elements of access to quality education for students with disabilities.

Table 15: Preconditioned Base-Level Support for HEIs by Base-Level Support Funding

Base-level Support Funding	Preconditioned Base-Level Support for HEIs (Eligibility for ring-fenced funding includes development of an institutional development plan to attain minimum core accessibility)		
	Macro Level (GOE)	Meso Level (HEIs/communities)	Micro Level (Students, faculty, staff in HEIs)
Technical Assistance	Legislation and policy-making; Regulatory strengthening	University-wide comprehensive disability policy making; admissions policy and procedures that specifically address the needs of disabled students; procedures on disability supports; barrier removal planning; Disability Support Services	ICT standards for library, assistive technology staff
Training and Education	GOE training on legal requirements for CRPD implementation in higher education	Training on accommodation procedures and supports provision	Disability awareness for staff, faculty, other students; Self advocacy training for students
Equipment Provision	Procurement of ICT equipment for Supreme Council of Universities	Procurement of AT for HEIs	Assistive technology information dissemination

There is a strong case to be made for an expanded investment scenario that would allow for the allocation of resources to all HEIs. This would enable those with poor services to improve, and provide incentives for others to develop much-needed research and training capacities to support inclusive education at all levels (e.g., sign language certification), enhance their provision, and replicate successful

practices. An expanded investment scenario will enable interventions across a number of HEIs to raise disability access standards to a base level, build the foundation for sustained change, and establish a framework for broad-based accessibility to higher education in a deeper, substantive sense. This level of support has the best chance for achieving sustainable progress by: (1) tangibly building on the islands of progress at institutions of higher education and within the GOE identified in this assessment; and (2) building strong bridges between them to achieve a linked and coherent approach to disability access in Egyptian HEIs.

Table 16 shows that an expanded investment scenario will support individual (university/ technical college level) change, together with support for the structures, to sustain accessibility gains within Egyptian HEIs as a whole. Further, the team proposes under this scenario that all HEIs should be eligible to apply for ring-fenced funding linked to an institutional development plan. If, after a period, an institution can demonstrate it has sufficiently improved and embedded provision for disabled students, it should be eligible for a weighted premium to augment disability services and/or fund special initiatives (refer to Table 15). The provision of a competitive fund for special initiatives can support innovation and encourage collaborative engagement between HEIs. Institutions that are supported through a competitive fund should be subject to review after two years. If, at that time, an institution has succeeded in establishing the base-level provision, additional funding should continue to be available.

Table 16: **Preconditioned Base-Level Support for HEIs by Phase I Expanded Support Funding**

Base-Level Support Funding (Phase I Expanded Support)	**Preconditioned Base-Level Support for HEIs: Eligibility for ring-fenced funding includes development of an institutional development plan to attain minimum core accessibility (policy, support services, plan for implementation)**		
	Macro Level (GOE)	**Meso Level (HEIs/stakeholders)**	**Micro Level (HEIs)**
Technical Assistance	GOE support for: strengthening law and policy framework for disability inclusion in HEIs; maintaining and monitoring statistics about applications, enrolment, retention and graduation rates for disabled students; supporting a central GOE resource to work with HEIs to develop their services and promote good practice; reviewing HEI promotional literature and materials and developing these in appropriate formats and media.	Capacity building for all HEIs to bring up to base level standard of accessibility (physical); Assistance for institution-wide policy and procedure to cover accessible examinations; Support for HEI-private sector internships/job placements.	Professional training for disability service provision, such as a certificate program; Establishment of an AHEAD – Association of Higher Education for Accessibility – housed at an HEI, for professional networking and training for disability support staff.

Training and Education	Training for GOE stakeholders on international law, policy and practices on inclusive higher education for students with disabilities.	Training for career development staff to accommodate students with disabilities.	CRPD training for students with disabilities; Staff development programs to cover disability rights, disability support as part of new staff training and on-going training
Equipment Provision	Supreme Council of Universities' accessible ICT equipment for e-learning and other applications	Assistive technology equipment updated and sufficient to meet student needs.	Hands-on training for students in assistive technology and staff.
Targeted Funding for Special Initiatives	E.g., Supreme Council of Universities' ICT accessibility capacity-building, including accessible e-learning pilots; support for curricula development (Disability Studies; ESL; Disability Law; Inclusive Education Certificate program)	E.g., Curricula development and piloting; Capacity building for Supreme Council of Universities/HEIs to establish an independent complaints and grievance procedure; Establishment of Quality Assurance protocols to ensure that audits cover disability issues and that its staff and audit teams are trained to deal with these issues; Evaluation of developments in IT software and systems against accessibility standards, and their impact on teaching regimes.	E.g., DPO-HEI partnerships; private sector-HEI job supports

Table 17: Pre-conditioned Base-Level Support for HEIs by Phase 2 Expanded Support Funding

Weighted Premium Funding (Phase 2 Support)	Eligibility for weighted premium funding for HEIs includes achievement of base-level accessibility development of an institutional development plan to attain minimum core accessibility.	
	Meso Level (HEIs and other Stakeholders)	Micro Level (HEIs)
Technical Assistance	E.g., Assistive technology training for disability support service centers.	E.g., Support for extra-curricular activities that are accessible to students with disabilities
Training and Education	E.g., Training for disability support service personnel, including regional training initiatives to build network of	E.g., Training for HEIs to offer adaptive recreation and sporting activities; disabled art performance training.

	disability support centers across HEIs (Regional Hubs).	
Equipment Provision	E.g., Assistive technology and related ICTs to meet student demands.	E.g., Assistive technology for students to enable internships and job placement opportunities.
Competitive Funding Pool for Special Initiatives	[See examples in Table 16, above, for illustration]	[See examples in Table 16, above, for illustration]

ANNEX I: ASSESSMENT SCOPE OF WORK

PEOPLE WITH DISABILITIES NEEDS ASSESSMENT

I. PURPOSE

USAID/Egypt is designing a new higher education program for students with disabilities. Providing access to education for persons with disabilities (PWD) is a goal of the Government of Egypt. Article 81 of the Constitution reads: "The State shall guarantee the health, economic, social, cultural, entertainment, sporting and educational rights of persons with disabilities ..." Current Egyptian labor laws require that all firms must designate 5% of their jobs to PWD. In a June 2016 press report, Egyptian President el-Sisi emphasized the importance of supporting students with disabilities during a meeting at the Ministry of Higher Education and Scientific Research (MOHESR). The inclusion of PWD in public colleges and universities is an important policy consideration since excluding them from upward mobility may have lasting social and economic costs. PWD tend to be poorer than non –PWD, but education evens opportunities. Research articles note that societies that are inclusive of diverse populations such as PWD are more likely to be democratic, participatory and equitable and likely to meet their development goals.

There is no efficient national registration system in Egypt for PWD. Anecdotally, government officials acknowledge that PWD study at colleges and universities but administrators and professors admit that they are not well-equipped or prepared to support them. Within the last three years, USAID projects have made concerted efforts to include PWD in scholarship and career development activities. Currently, six Higher Education Initiative HEI scholarship students with disabilities attend Egyptian public universities and are adapting well to college life. MOHESR and the Governor of Assiut have directly requested USAID support in this area, as well as several other university presidents.

Since information is lacking as to the PWD population, nature of disability, attendance rates, and supports needed, the Office of Education and Health (OEH) is undertaking this PWD assessment to better understand the educational needs of PWD, and services that public universities and large technical college can provide to support these students. The assessment may inform a future program design. Based on global best practices, program objectives of a future program are:

- Provide PWD and university staff with information on support services and assistance approaches that aim at integrating students with disabilities into the university and college community, and types of accommodations available or required.
- Support universities and colleges in the upgrade of facilities and services to meet the needs of PWD through the promotion of inclusive education practices that address their needs, such as the use of sign language, Braille, assistive technology, and other learning aids.
- Develop adaptive academic, social, work training, and study abroad programs for PWD aimed at integrating them into the larger university community and into society.
- Increase outreach activities to raise awareness of the capabilities and contributions of successful PWD in higher education, and to combat prejudices and harmful practices against PWD.
- Work with private sector to raise awareness and engage businesses on the importance and benefits of employing PWD in university Career Development Centers.

II. BACKGROUND

In Egypt, PWD is defined as a person who needs rehabilitation assistance due to their impairment within their movement-related function, sensory and mental function resulting in physical, social, economic and

psychological disability. According to the Central Authority for Public Mobilization and Statistics (CAPMAS), approximately 2.5 % of the population is severely impaired; 5.7 % moderately impaired; and 11% have varying degrees of disabilities.

The Government of Egypt (GOE) has made working with PWD a priority and is working in tandem with governmental and non-governmental organizations to solve disability related challenges. However, current support services reach 10% of PWD.

The Ministry of Education and Technical Education (MOETE) provides special instruction services for children with disabilities. It established 165 specialized schools and 204 schools for visually, hearing and mentally impaired PWD, and runs one or more classrooms for children with disabilities at all public schools.

It is unclear what instructional and support services are provided for students with disabilities by MOHESR, MOETE, and the Supreme Council of Universities. Regardless, all have expressed a desire to help students with disabilities through USAID programming.

Cooperation projects on disability organized by international and donors include the World Bank "Social Protection Initiative Project" which operated from 1999 to 2004. It developed an integrated child with disability and youth-at-risk program and improved service delivery. In 1994, UNESCO launched a project to disseminate information about children with disabilities through small-scale innovations at the national, provincial and local levels. The project promoted the inclusion of children with disabilities and children with learning difficulties in regular schools. It targeted areas as policy development, teacher training, educational support services, parent education, early childhood education, awareness raising, education of the hearing impaired, adult education and counseling services for making a transition to active life.

USAID promotes inclusivity of PWD by facilitating access to resources and education for students with disabilities by providing them with proper tools and needed support. In higher education, two projects described below actively work with students with disabilities.

Career Development Centers (CDCs)

In 2012, USAID/Egypt's Office of Education supported the establishment and management of state-of-the-art, university-based Career Development Centers (CDCs) through a three-year activity to improve the long-term capacity of Egyptian universities to assist students and recent graduates in their transition from education to employment. USAID made awards to two implementers, namely: American University Cairo (AUC) Employability and Career Development Centers (ECDC) and World Learning (WL) Linking Education & Employment Project. Together, they established 8 CDCs at 7 public universities of which 5 remain open.

World Learning implements the Linking Education and Employment Program with the goal to establish self-sustaining Career Development Centers at target universities in regions of high youth unemployment. A Disabled Unit is operated at Helwan University (HU) where it collects information about the experiences of university students with disabilities. Approximately 70 students have either visual or motor skill disabilities. This unit coordinated meetings between students with disabilities and the CDC to discuss needs and explore ways the CDC can support and provide services. In a recent employment fair, students with disabilities were invited to participate, and a number of organizations serving youth with disabilities benefitted from the event.

The CDCs outreach to students with disabilities has generated awareness on campus and has pushed

university administration to make the campus more accessible. In one disconcerting example, two disabled students, the first with a visual impairment and second with a motion disability, heard about CDC services and decided to learn more. When they arrived at the Center, there was no wheel-chair ramp, so the blind student carried his friend with a physical disability up a few stairs and entered the CDC. This moving incident prompted HU officials to install a new ramp at the entrance and other ramps around campus.

Local Scholarship Program (LSP)
LSP started in April 2015 and implemented by AMIDEAST and the Institute of International Education (IIE) and provides scholarships for disadvantaged high school graduates to attend excellence programs at private and public universities.

At five public universities, AMIDEAST has set a goal where 5% of 390 scholarship recipients will go to students with disabilities. To increase the scholarship programs reach, recruitment presentations are delivered across Egypt by trusted local community development organizations and through outreach to NGOs serving those with disabilities such as the Development Association for Empowering Special Needs (DAESN) and Al Nour Association. The Federation of School Students distributes announcements to all public schools' disability programs to reach qualified students with physical disabilities. Scholarship students with disabilities receive supplementary support from AMIDEAST, their universities, and specialized organizations such as Mobility International during their U.S. study abroad component. AMIDEAST has administered programs specifically for students with disabilities like the Orascom Call Center Training for blind students. In addition, special arrangements are made for classroom space, sign language translation, specialized computer software, and travel assistance.

At private universities, IIE has yet to provide targeted support to private universities to make necessary accommodations for LSP students with disabilities. It has yet to utilize consultants through organizations such as the Learning Resource Center and Helm. Helm ('Dream') is a local nonprofit organization specializing in bridging the gap between people with physical disabilities and society, and the Learning Resource Center (LRC) supports students with learning disabilities and trains teachers to better support their students with disabilities. These partnerships will one day enable universities to make necessary modifications to their campuses and provide advice for optimal learning styles and teaching methods.

Public universities are committed to working with students with disabilities and building upon their existing institutional experience to offer appropriate accommodations. Currently not all campuses are wheelchair accessible or available elevators.

III. ASSESSMENT QUESTIONS

The assessment will answer the following questions, which are listed in order of priority:

1. Assess current PwD needs and current demand regarding education for students with disabilities in Egypt; examine the number of students with disabilities enrolled in Higher Education system, and the types of universities/technical colleges they attend. Are there certain students with disabilities who are not receiving quality education or even were rejected to enroll to universities or technical colleges due to their disability? If so, identify the barriers preventing them from accessing quality education (school/family/community). Additional lines of inquiry to identify current demand are included in Attachment 2.

2. Describe and rank Egyptian public universities and eight regional technical colleges (listed in Attachment 1) which have favorable conditions for students with disabilities that promote their

participation and engagement in the college life, taking into account admissions, infrastructure, policies, and accommodation in student dormitories, lecture rooms/labs, scholarships, extra-curricular activities, and graduation rates. The assessment must organize this rank by type of disability.

3. Based on existing capacity as well as potential, which of Egypt's faculties and programs at public universities and regional technical colleges should be supported for PWD (provide names of programs/faculties and location). Provide criteria and an analysis of your recommendation supported by data and statistics available.

4. Describe university and regional technical college support services and equipment necessary for visually and hearing impaired students and other types of disabilities to improve the quality of education for students with disabilities and identify the equipment, infrastructure requirements and average costs required to provide PWD with a successful university and technical college experience (cost/student). This analysis should be conducted per university and technical college.

5. What are the gender dynamics for PWD in public universities and regional technical colleges (are they related to the specializations offered in the university?) Are they different from gender dynamics of non-PWD? How so? And identify any major inequity challenges and steps that should be taken to reach gender parity.

6. After graduation with a university or technical degree, in which employment fields are PWD accepted in the labor market? Are the PwD applicants discriminated against because of their disability? Describe how?

7. Recommend which Egyptian institutions (specific university or technical college departments/faculties) best poised to help PWD entry into the labor market based on past experience, existing resources and capacity, proximity to private sector, responsiveness to engage in new opportunities, or other relevant criteria as identified by the assessment team. What are the types of assistance they need to expand their work?

8. Who are the PWD stakeholders – other donors, policy- makers, university and technical college administrators, teachers, families, and students with and without disabilities – that can contribute to improving educational opportunities and outcomes for university students with disabilities? And identify current programs in this area including donor assistance, if any, listing challenges and best practices developed by other donors if they are available.

9. Recommend on how to involve the private sector to work with universities and regional technical colleges to support PWD, with special emphasis on the incentives that would encourage the private sector to participate.

10. Recommend potential programming scenarios for providing services to people with disabilities in universities and technical colleges. Recommendations should be based on the analysis obtained from the previous questions and should also take into account other donor assistance being provided including any best practices developed by others.

IV. SPECIAL REQUIREMENTS

A. Methodology: Develop a methodology for how the team will answer the assessment questions. The contractor should also develop and provide a calendar and work plan detailing how the assessment will be implemented, and how the contractor plans to divide the team in terms of geography, skill mix, and/or schedule. The contractor is requested to propose a sample size that is statistically representative for questions # 5, 6 and 9; for questions # 1, 2, 3, 4, 7, 8 and 10 should be based on analyzing the data from all universities and technical colleges listed in attachment #1. This methodology and work plan will be submitted to USAID for review, with the possibility that USAID may seek revisions before approving. The assessment team should propose a methodology for answering each of the questions described above.

B. Team Composition: The team composition should include the below key personnel and the contractor can propose an alternative team composition. The contractor must provide a statement of qualifications, resume, and 3 references for each proposed candidate.

Team Leader (Senior Level): The Mission requests a team led by an expatriate with a combined knowledge of Higher Education system in Egypt and PwD issues and challenges.

Local Team members: (3) local team members to be able to access the Public universities and the technical colleges, familiar with HE system in Egypt, PwD issues, data and gender analysis and data collection methodologies.

Field Coordinator (Mid-Level) for the following tasks:

- **Arrange appointments**
- **Arrange local travel**
- **Supports the team in accomplishing needed work**

Expatriate and Egyptian team members must be experienced in the university and technical education as well as familiarity with the PWD issues. None of the team should have affiliations or commitments that might hinder their objectivity in the assessment. All team members will be required to provide a signed statement attesting to a lack of conflict of interest or describing any existing conflict of interest (OCI) and non-disclosure agreements (NDA).

Technical directions during the performance of this task order shall be provided by the Task Order Contracting Officer's Representative (TOCOR) as indicated in the TOCOR designation letter.

V. REPORTING GUIDELINES

The Contractor shall produce the below reports to the highest international technical standards, and compliance with USAID requirements:

- Draft Report: The Contractor shall submit to USAID for review a draft assessment report in English within 7 weeks from the award date. USAID will provide comments within one week after receiving the Draft Report.

- Final Report: The Final Assessment Report will be submitted, within 9 weeks from the award date. The final report will not exceed 30 pages, not including annexes. The final report shall be

based on the information included in the draft report and the USAID comments afterwards. The Contractor's final reports shall succinctly address the questions requested.

The final report shall be considered draft until it is approved by USAID.

A sanitized version (removing all sensitive information as noted below) of the final report to be uploaded to the Development Experience Clearinghouse (DEC) https://dec.usaid.gov/dec/content/submit.aspx and should be written with the understanding that it may be publicly accessible.

Therefore, USAID generally suggests the removal of the following for documents that will be posted:

- Trade secrets or privileged or private commercial or financial information;
- Personnel, medical or similar information;
- Information which if released would put any organization or individual at risk; and
- Any other information which your organization believes is sensitive for security purposes.

Other Requirements: All quantitative data collected by the assessment team must be provided in machine-readable, non-proprietary formats as required by USAID's Open Data policy (see ADS 579). The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID will retain ownership of the survey and all datasets developed.

VI. PROPOSED SCHEDULE

It is estimated that not more than 10 weeks of service will be required to complete the assessment, 6 working days per week is permitted. As part of the proposal, the Contractor, on the basis of the information provided above, shall provide a detailed work plan. The work plan shall provide details of how all the various tasks and activities will be undertaken; the starting time and duration of each; location and staff resources for the duration of the services. The proposed work plan should be consistent with the technical approach and methodology, demonstrating an understanding of the SOW. The work plan may follow a schedule, included for illustrative purposes only. Below is a suggested work plan schedule but SIMPLE may suggest alternative schedules that they believe will effectively achieve the desired results of this Statement of Work:

Illustrative

Week 1: Team preparation
Week 1: Review of existing information, studies. Site selection for field visits.
Week 2: Analysis of available data.
Week 2: Prepare data collection instruments.
Weeks 3-6: Field Visits
Weeks 5-6: Data Processing, Analysis of Findings
Week 6: Integration and Compilation Findings
Week 7: Debrief to USAID
Week 7: Submission of Draft Report
Week 8: USAID send comments
Week 9: Submission of Final Report

A submission for Arabic translated for the Executive Summary should follow. Executive Summary should be between 6 to 8 pages of text.

Period of Performance

The period of performance is estimated to be 10 weeks from the date of award. As time permits, USAID/Egypt staff may accompany the team.

Attachment 1: TYPES AND NUMBERS OF HIGHER EDUCATION INSTITUTIONS

Public Universities

1. Cairo
2. Alexandria
3. Ain Shams
4. Assuit
5. Tanta
6. Mansoura
7. Zagazig
8. Helwan
9. Minia
10. Menoufia
11. Suez Canal
12. South Valley
13. Bani Suef
14. Fayoum
15. Banha
16. Kafr El-Sheikh
17. Sohag
18. Port Said
19. Damanhour
20. Aswan
21. Damietta
22. Suez
23. Madinat El Sadat
24. El Arish

Regional Technical Colleges

1. TC in Matareya (Cairo)
2. TC in Sahafa (Cairo)
3. TC in Quena
4. TC in Great Mahalla
5. TC in Alexandria
6. TC in Port-Said
7. TC in Middle Valley
8. TC in South Valley

[END OF RFTOP]

ANNEX II: ASSESSMENT METHODS AND LIMITATIONS

Assessment Design

The purpose of this assessment is to inform USAID about the persons with disabilities support services, accommodations, assistive technologies, and policy frameworks currently available in 32 higher education institutions. This information — findings, conclusions and recommendations — is intended to assist USAID in the potential design of public higher education programs for persons with disabilities.

The assessment team adopted a mixed methods approach, collecting primary and secondary (quantitative and qualitative) data, and compiling and analyzing evidence to answer the ten assessment questions presented in the Scope of Work (refer to Table II.2, Design Matrix, for a detailed explanation of data sources, data collection methods, sampling or selection approach, and data analysis methods). The recommendations included in the report are based on the evidence, and follow the principles and guidelines for high quality assessments/evaluations outlined in USAID policy.

Data have been collected and reported in such a way as to enable disaggregation across multiple dimensions, including type of disability, gender, academic disciplines, public higher education institutions and faculty, geographic location, and sectors in which people with disabilities are employed.

Table II.1: Stakeholders' Meetings and Tools

Activity / Tool Administered	Counts
Student Survey	186
Faculty Survey	64
Group Interviews	86
Key Informant Interviews	221
Sites	165
Individuals	887

Data Collection Tools, Participants, and Sampling

Primary qualitative and quantitative data were collected through key informant interviews, group discussion protocols, facilities checklists with key stakeholder groups at various facilities, as well as surveys (refer to Table II.1 and Annex IV, Data Collection Schedules). The key stakeholders were:

1. Representatives of persons with disabilities in government (e.g., Parliament, National Council for Disability Affairs, Ministry of Higher Education and Scientific Research, Sub-Council of Student Affairs of the Supreme Council of Universities, Egypt Union of Societies of Persons with Disabilities); consulting representatives in the government who have a disability; and representatives in the government who work on matters relating to disabilities;
2. Faculty and staff (e.g., Presidents, Deans of Student Affairs, Directors of Centers for Students with Disabilities, Directors of Library Services, Deans of select faculties in which persons with disabilities are enrolled, and those with sensory and/or physical disabilities) from 24 public universities and 8 public regional technical colleges. In addition, during site visits, assessment teams documented and scored the availability of assistive technologies, facility access, persons with disabilities services, and other forms of inclusive higher education accommodations using standardized assessment tools;
3. Egyptian and international Disabled Persons Organizations (e.g., NAS Foundation for Persons with Disabilities, Egyptian Association of the Deaf), and People with Disabilities Organizations (e.g., HELM, Learning Resource Center, Development Association for Empowering Persons with Special Needs, Handicap International, Terre des Hommes, Mobility International USA);[38]
4. International donor organizations (e.g., USAID, UNDP, ILO, EU);

[38] Disabled Persons Organizations are organizations with 51% or more of its leadership made up of persons with disabilities. People with Disabilities Organizations are do not have to meet the 51% or more requirement that its leadership be composed of persons with disabilities.

5. Local and multinational businesses that train and/or hire persons with disabilities and public higher education graduates with disabilities (e.g., Vodafone Call Centers, Orascom Corporation);
6. Currently enrolled students with disabilities in public higher education; and
7. Persons with disabilities who graduated from public universities and colleges and are currently being trained and/or employed in local/multinational businesses.

Primary quantitative data were collected through two paper-and-pencil surveys, one administered to currently enrolled students, and the other to faculty members who taught students with disabilities in the higher education institutions visited by the assessment teams (refer to Annex IV for data collection field schedules).

The assessment team identified purposive sampling as the appropriate sampling method. Participants in universities, persons with disabilities, and other stakeholders were selected and invited to participate, based on their availability at the time and place of a scheduled data collection event in universities and technical colleges. Limited accurate data and statistics about students with disabilities in public higher education institutions made it difficult to plan for/use other sampling methods.

Available secondary quantitative data were collected during site visits to public universities and public regional technical colleges in an effort to access and analyze 2010-2015 enrollment and graduation rates of students with and without disabilities. Such data were not available during many field visits, or they were not provided or outdated.

Secondary qualitative data were obtained through the systematic review of relevant persons with disabilities-related studies, publications, international agreements, laws, regulations, documented standards/ best practices, and officially published statistics on persons with disabilities. Refer to Annex IX for the bibliography, and Annex IV for a schedule of the four assessment teams' data collection field events, disaggregated by key stakeholder groups and number and type of sessions conducted.

Data Collection Methods

The international consultants/team leaders and Egyptian assessment team disabilities specialists conducted individual desk reviews of pre-selected SIMPLE documents prior to the team leaders' arrival in Egypt. Next, SIMPLE hosted a five-day meeting for the team to finalize (a) the overall assessment plan and data collection tools and analysis plans, (b) key stakeholder lists, and key informant and group discussion protocols and interview schedules, (c) the university ranking tool, (d) assistive technology and facility accessibility checklists, and (e) logistical arrangements in support of field operations.

A revised draft assessment design matrix and draft data collection protocols and checklists were presented to the Office of Higher Education and Health, as well as Program Office and Procurement Office technical teams at the USAID team planning meeting for review and comment. Data collection activities were conducted following USAID's review, comment, and approval or revision of data collection tools.

Data Collection Effort

Following the Ministry of Higher Education and Scientific Research approval of assessment activities, secured by the USAID Office of Education and Health, the assessment team conducted site visits to all 24 public universities and 8 regional technical colleges. Four three-person disabilities specialist teams collected

data over a 23-day period. University visits were scheduled for two days each, whereas regional technology colleges were scheduled for a day each.

Data Analysis

Data analysis took place over a 10-day period (six-day work week) immediately following data collection. The team's mixed methods approach yielded rich primary and secondary qualitative data, which were analyzed by themes using content analysis. Where appropriate, qualitative and quantitative data were consolidated for analysis.

Primary and secondary quantitative data were analyzed in SPSS and Excel. Qualitative data were quantified using content analysis. Recurring themes, supplemented by outlier themes, were identified, tabulated, and analyzed to answer the assessment questions. The results of the quantitative and qualitative findings were then integrated, conclusions drawn, and actionable recommendations developed. Refer to Annex VIII for statistical analysis tables and graphs for both student and faculty surveys.

Data Quality Standards and Limitations

USAID standards of good quality data relate to validity, reliability, precision, timeliness, and integrity. As the assessment team did not have the opportunity to conduct a data quality review of the reported data, the assumption is being made that the secondary data provided by the targeted institutions were collected in conformity with these standards. Challenges to these standards that were observed by the assessment team as well as measures for their mitigation were both discussed with the USAID technical committee and documented in this report. The interpretation of the findings, conclusions, and recommendations takes into consideration any known data limitations and/or challenges to the quality of the data.

The assessment team took the following measures to ensure good quality data:

a) Data collection events for university/technical college field teams were conducted in Arabic.
b) Key informant interviews, group interviews, and focus group discussions were led by field experienced bilingual local Egyptian disabilities specialists, including disabilities specialists with visual impairment.
c) Key informant interview, group interview, and group discussion meeting notes were recorded in Arabic, but reviewed, summarized, consolidated, and digitized in English at weekly team analysis workshops over the 22-day data collection period.
d) International consultants were accompanied at high-level government interviews by a SIMPLE bilingual Needs Assessment Manager to facilitate requests for clarification or discussion in Arabic.
e) The international consultants participated in all key informant interviews and group discussions considered to be either politically sensitive or involving high level officials.
f) Additional quality assurance measures included SIMPLE and QED headquarter technical reviews of task order deliverables prior to submission to USAID.

The assessment scope, as set forth in the SOW, is unique and ambitious, and addresses a largely unexamined realm in disability inclusive development, which is a new and still emerging development field in Egypt. The desk review showed that this assessment is the only one of its kind funded by an international development donor in terms of its (a) breadth of focus (targeting all Egyptian public institutions of higher education), (b) scope of substantive issues pertaining to disability access addressed, and (c) sheer magnitude of stakeholders interviewed (n=875). As with any assessment or evaluative exercise, there are limitations and constraints associated with the implementation of the SOW.

While the assessment team engaged in preliminary research and a desk review prior to the onset of the site visits, it was somewhat constrained by the limited number of Egyptian publications and official statistical data available to inform the assessment team as to the current number and status of students with disabilities in Egyptian higher education.

With regard to field work, three factors constrained the assessment team. First, the time frame within which to schedule visits in advance of field work was narrow. This was due to delays in authorization from the Ministry of Higher Education and Scientific Research. This prevented the team from communicating with targeted institutions to schedule site visits/meetings. The delay in field work resulted in staffing adjustments within teams, owing to team members' limited availability. Second, the window of opportunity for data collection was limited due to budget constraints. This resulted in a less comprehensive access to university facilities and select international donors.

Physical accessibility audits were conducted at all public higher education institutions visited (i.e., 23 of the 24 public universities, and 6 of the 8 regional technical colleges). Because of time limitations, the accessibility audits were limited in scope and focused primarily on faculties where students with disabilities are predominantly enrolled, including libraries, student housing, and recreational facilities. In some instances, it was not possible to visit every category of building. In order to mitigate these constraints, additional data on physical access were obtained from key informant interviews with engineering departments responsible for campus facilities, and group discussions in which students provided detailed accounts of physical barriers.

The online environment audit was restricted to a tool which, in cost-free mode, tested up to 25 pages. The team supplemented this with manual checks. The web content accessibility results provide a rough snapshot of how compliant the websites are in terms of accessibility standards. A more detailed analysis would have required additional resources. Still, the team is confident that the results, though not comprehensive, reflect the general state of online accessibility of public higher education institutions.

Table II.2: Design Matrix

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
1A. Identify current demand for public higher education for students with disabilities in Egypt disaggregated by type of disability and type of public university/technical college.	Y	Y	Y	Studies, research papers, statistics (CAPMAS and the Egyptian Cabinet Center of Information for Decision Support) and official publications from public universities, technical colleges, and/or official government agencies (Ministry of Higher Education and Scientific Research and the Supreme Council of Universities).	Compilation of relevant reference documents and data series.	100% review of available literature and data series.	Secondary Qualitative/ Quantitative Data: Systematic review of assessment related studies, research papers and data series. Primary Quantitative Data: To the extent available, 2010-2016 time-series public higher education enrollment/graduation records for students with and without disabilities will be analyzed to examine the trends in the demand for public higher education for students with disabilities in Egypt disaggregated by type of disability and type of public university/technical college.
				To the extent available, 2010-2016 public higher education enrollment/graduation records for students with and without disabilities.	Request enrollment and graduation time-series data (2010-2016) from public higher educational institutions for students with and without disabilities.	To the extent available, conduct an exhaustive survey of enrollment and graduation time-series (2010-2016) data from 23 public universities and 6 public regional technical colleges for students with and without disabilities	
1B. Identify barriers to accessing quality public higher education for students with disabilities disaggregated by higher education public institutions, family	Y	Y	Y	Egyptian Disability Law (1975), Ministry of Higher Education public education policies, stakeholder key informant interviews and group discussions with students with disabilities,	Compilation of relevant laws and official policies, public higher educational institution inventories of assistive technologies	Comprehensive review of PwD legal and PwD higher educational policy frameworks, key informant interviews targeting 100% of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d)	Secondary Qualitative Data: Systematic desk review of assessment related documents. Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
and/or community and by type of disability.				results of inventory of assistive technologies and accessibility assessments.	and accessibility assessments, conduct stakeholder key informant and group interviews	Director of the Program Office, e) Director of Library Services, f) Engineer responsible for university facility operations and maintenance. Purposive sampling of a) Deans and faculty of the various PwD attended faculties, b) University faculty and/or staff with disabilities and i) currently enrolled students with disabilities.	Note: The assessment team will establish a common definition/understanding of "quality education" informed by international standards in light of the Convention on the Rights of Persons with Disabilities (CRPD).
1C. Identify current needs for students with disabilities in Egypt for public higher education disaggregated by type of disability.	Y	N	Y	People with Disabilities laws and official government policies, inventories of public higher education assistive technologies and accessibility assessments, consultations with key informants and stakeholder groups.	Compilation of relevant laws and official policies, public university and public regional technical college inventories of assistive technologies and accessibility assessments, conduct stakeholder key informant and group interviews.	Comprehensive review of PwD legal and PwD higher educational policy frameworks, key informant interviews targeting 100% of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, f) Engineer responsible for university facility operations and maintenance. Purposive sampling of a) Deans and faculty of the various PwD attended faculties, b) University faculty and/or staff with disabilities and i) currently enrolled students with disabilities.	Secondary Qualitative Data: Systematic desk review of assessment related documents. Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
2A. Describe favorable/ unfavorable conditions for students with disabilities that promote, or inhibit, their participation/ engagement in college life.	Y	N	Y	Public higher education student admissions and program of study enrollment policies, infrastructure barriers, accommodations in student dormitories, lecture rooms/labs, scholarships/financial aid, extra-curricular activities, and enrollment and graduation records.	Site visits to 23 public universities and 6 public regional technical colleges to conduct accessibility and assistive technology assessments, key informant interviews with university personnel and group discussions with currently enrolled students with disabilities.	Targeting 100% review of public higher educational institutions and purposive sampling of university/technical college personnel and students with disabilities.	Primary Quantitative Data: Documentation of public higher education student admissions and program of study enrollment policies and summary statistics of results of assistive technologies and accessibility assessments. Primary Qualitative Data: Content analysis/tally sheets of group discussions with university personnel and students with disabilities.
2B. Rank Egyptian public universities/regional technical colleges from overall most favorable to least favorable conditions by type of disability.	Y	Y	Y	Inventories of public higher education assistive technologies and accessibility assessments, group discussions with currently enrolled students with disabilities.	Site visits to 23 public universities and 6 public regional technical colleges to conduct accessibility and assistive technology assessments and group discussions with students with disabilities	Targeting 100% review of public higher educational institutions and purposive sampling of university/technical college personnel and students with disabilities.	Primary Qualitative/Quantitative Data: Scoring for ranking results of assistive technologies and accessibility assessments and content analysis/tally sheets of group discussions with students with disabilities. Note: The assessment team will establish a common and clear conceptual framework for qualifying/quantifying what is meant by "favorable" conditions (admissions, infrastructure, etc.) guided by international standards and best practice in

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
							assessing the accessibility of higher education. The team will agree on a categorization that roughly reflects the following: (1) overall institutional policies/guidelines on disability inclusion; (2) institutional physical infrastructure accessibility (on campus facilities and off campus housing); (3) institutional practices on hiring faculty and staff with disabilities; (4) institutional practices on recruiting, admitting, retaining and reasonably accommodating students with disabilities; (5) accessibility of institution's academic programs; (6) accessibility of institution's extra-curricular programs.
3A. Rank which of Egypt's university faculties and regional technical college programs should be supported by a USAID PwD intervention given existing and potential capacity. Specify names of faculties/programs and location. Stipulate	Y	Y	Y	Inventories of public higher education assistive technologies and accessibility assessments, consultations with government officials, public university personnel and group discussions with students with disabilities.	Site visits to 23 public universities and 6 public regional technical colleges to conduct accessibility and assistive technology assessments, key stakeholder interviews and group discussions	Targeting 100% review of public higher educational institutions and purposive sampling of government officials, currently enrolled students with disabilities and graduated students with disabilities of public universities and/or regional technical colleges currently being trained and/or employed in local/multinational businesses.	Primary Quantitative Data: Scoring for ranking results of assistive technologies and accessibility assessments. Note: Consideration will be given to geographic distribution of institutions relative to the local population served and alternative funding strategies for funding most in need versus mixed approach.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
criteria and justify selection based on an analysis of available data/statistics.							Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions. Note: As per international standards, all faculties and programs should be accessible to persons with provided they meet the performance requirements. Accordingly, it may well be that some faculties and programs could be the focus of donor support efforts, for instance, for reasons of sustainability. For example, teacher training programs that include students with disabilities could receive special support on the basis that they will help promote more students with disabilities into the teaching profession at all levels; a factor in creating enabling environments.
4A. Describe the base case scenario for public university and public regional technical college support services and equipment necessary in order to improve the quality of	Y	Y	Y	Internationally recognized standards; e.g., UN Convention on the Rights of Persons with Disabilities, US National Council on Disability and rights to inclusive education in	Desk research on a) international disability law, b) disability inclusive development and c) international and comparative	Comparison of current international standards on education (UN Convention on the Rights of Persons with Disabilities of which Egypt signed in 2007 and ratified in 2008) with the 1975 Egyptian Law of Disabilities.	Mixed Primary and Secondary Qualitative and Quantitative Data: Systematic comparative analysis of the international rights to accommodations in pursuit of inclusive higher education for people with disabilities as compared to the

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
education for students with disabilities disaggregated by university/technical college and type of disability; i.e., visually impaired, hearing impaired and physical disabilities.				international human rights law.	disability rights in education		field reality of support services and equipment currently available in Egyptian public higher education institutions.
4B. Identify recommended services, equipment, and infrastructure requirements to provide PwD with a successful higher education experience disaggregated by university/ technical college.	Y	Y	Y	Inventories of public higher education assistive technologies and accessibility assessments, and group discussions with PwD students currently enrolled in public universities and/or public regional technical colleges and graduated students from public universities and/or public regional technical colleges currently employed and/or being trained in local/multinational businesses.	Site visits to 23 public universities and 6 public regional technical colleges to conduct accessibility and assistive technology assessments, and group discussions with PwD students currently enrolled in public universities and/or public regional technical colleges and graduated students from public universities and/or public regional technical colleges currently employed and/or being trained	Targeting 100% review of public higher educational institutions, purposive sampling of PwD students currently enrolled in public universities and/or public regional technical colleges and purposive sampling of graduated students from public universities and/or public regional technical colleges currently employed and/or being trained in local/multinational businesses.	Mixed Primary and Secondary Qualitative and Quantitative Data: Comparative analyses of recommended versus actual.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
					in local/multinational businesses.		
4C. Identify average costs for the provision of recommended services, equipment, and infrastructure requirements required to provide PwD with a successful higher education experience disaggregated by university/technical college.	Y	Y	Y	Fair and reasonable average cost estimates based on US supplied services, equipment, and infrastructure requirements.	Inventories of public higher education assistive technologies and accessibility assessments and accommodation service needs	Targeting 100% review of public higher educational institutions.	Primary Quantitative Data: Cost estimates for equipment will be based on USA suggested retail list prices (FOB) posted to the internet. Services and infrastructure requirements will conform to recommended international standards. Note: Costs associated with accessibility and the provision of reasonable accommodations to students with disabilities will vary greatly depending on the existing environment (physical, communications, organization). Given that the scope of the task order is to conduct a preliminary assessment, it will not be possible for the assessment team to provide a detailed account of all accommodations that will be needed for each institution. However, it is possible to outline examples of reasonable accommodations and associated costs that, hypothetically, may be required; e.g., screen reader software, personal assistants,

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
							sign language interpreters, hiring of disability focal points, etc.
4D. Identify costs per student for the provision of recommended services, equipment, and infrastructure requirements to provide PwD with a successful higher education experience disaggregated by university/technical college.	Y	Y	Y	Fair and reasonable average cost estimates based on US supplied services, equipment, and infrastructure requirements.	Inventories of public higher education assistive technologies and accessibility assessments, and accommodation service needs.	Targeting 100% review of public higher educational institutions.	Primary Quantitative Data: Cost estimates for equipment will be based on USA suggested retail list prices (FOB) posted to the internet. Services and infrastructure requirements will conform to recommended international standards.
5A. What are the gender dynamics for PWD in public universities and regional technical colleges?	Y	Y	Y	Consultations with public university/regional technical college a) Deans of Student Affairs, b) Directors of Centers for Students with Disabilities, c) Deans of Faculties in which PwD are enrolled and d) currently enrolled students with disabilities in public higher education.	Key informant interviews of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, f) Engineer	Targeting 100% of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, and f) Engineer responsible for university facility operations and maintenance. Purposive sampling of a) Deans and faculty of the various PwD attended faculties, b) University faculty and/or staff with disabilities and c)	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
					responsible for university facility operations and maintenance, g) Deans and faculty of the various PwD attended faculties, h) University faculty and/or staff with disabilities and i) currently enrolled students with disabilities.	currently enrolled students with disabilities. Note; Gender balanced group discussions will be essential for satisfactorily responding to this question. It will be necessary to obtain inputs from female students with disabilities as well as highly desirable to obtain inputs from women with disabilities that have gone through the Egyptian public educational system.	
5B. Are the gender dynamics related to the specializations offered in the university?	Y	Y	Y	Consultations with public university/regional technical college a) Deans of Student Affairs, b) Directors of Centers for Students with Disabilities, c) Deans of Faculties in which PwD are enrolled and d) currently enrolled students with disabilities in public higher education.	Key informant interviews of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, f) Engineer responsible for university facility operations and maintenance, g) Deans and faculty of the various PwD	Targeting 100% of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, and f) Engineer responsible for university facility operations and maintenance. Purposive sampling of a) Deans and faculty of the various PwD attended faculties, b) University faculty and/or staff with disabilities and c) currently enrolled students with disabilities.	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
					attended faculties, h) University faculty and/or staff with disabilities and i) currently enrolled students with disabilities.		
5C. Are PwD gender dynamics different from gender dynamics of non-PWD? In the affirmative, describe how?	Y	Y	Y	Consultations with public university/regional technical college a) Deans of Student Affairs, b) Directors of Centers for Students with Disabilities, c) Deans of Faculties in which PwD are enrolled and d) currently enrolled students with disabilities in public higher education.	Key informant interviews of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, f) Engineer	Targeting 100% of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, and f) Engineer responsible for university facility operations and maintenance. Purposive sampling of a) Deans and faculty of the various PwD attended faculties, b) University faculty and/or staff with disabilities and c)	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
					responsible for university facility operations and maintenance, g) Deans and faculty of the various PwD attended faculties, h) University faculty and/or staff with disabilities and i) currently enrolled students with disabilities.	currently enrolled students with disabilities.	
5D. Identify major gender inequity challenges and steps that should be taken to reach gender parity disaggregated by university/technical college and by type of disability.	Y	Y	Y	Consultations with public university/regional technical college a) Deans of Student Affairs, b) Directors of Centers for Students with Disabilities, c) Deans of Faculties in which PwD are enrolled and d) currently enrolled students with disabilities in public higher education.	Key informant interviews of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, f) Engineer responsible for university facility operations and maintenance, g) Deans and faculty of the various PwD	Targeting 100% of public university and technical college a) Presidents, b) Deans of Student Affairs, c) Directors of Centers for Students with Disabilities, d) Director of the Program Office, e) Director of Library Services, and f) Engineer responsible for university facility operations and maintenance. Purposive sampling of a) Deans and faculty of the various PwD attended faculties, b) University faculty and/or staff with disabilities and c) currently enrolled students with disabilities.	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
					attended faculties, h) University faculty and/or staff with disabilities and i) currently enrolled students with disabilities.		
6A. After graduation with a university or technical degree, in which employment fields are PWD competitive in the labor market? Disaggregate by university/technical degree.	Y	Y	Y	Key informant interviews with Directors of Centers for Students with Disabilities and group discussions with People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in local/ multinational businesses, local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.) and any relevant official studies and/or published PwD employment statistics.	Key informant interviews, group discussions and compilation of relevant official studies and/or published statistics.	Targeting 100% of Directors of Centers for Students with Disabilities of public universities/regional technical colleges and any relevant official studies and/or published PwD employment statistics. Purposive sampling of People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in local/ multinational businesses, and local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.).	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions. Secondary Qualitative/ Quantitative Data: Systematic review of any relevant official studies and/or published PwD employment statistics
6B. Are PwD university/technical	Y	Y	Y	Key informant interviews with Directors of	Key informant interviews, group	Targeting 100% of Directors of Centers for Students with	Primary Qualitative Data:

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
college graduates discriminated against because of their disability? In the affirmative, describe how?				Centers for Students with Disabilities and group discussions with People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in local/ multinational businesses, local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.) and any relevant official studies and/or published PwD employment statistics.	discussions and compilation of relevant official studies and/or published statistics.	Disabilities of public universities/regional technical colleges and any relevant official studies and/or published PwD employment statistics. Purposive sampling of People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in local/ multinational businesses, and local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.).	Content analysis/tally sheets of key informant interviews and group discussions. Secondary Qualitative/ Quantitative Data: Systematic review of any relevant official studies and/or published PwD employment statistics. Note: This line of inquiry must be guided by international standards on disability and, in particular, the parameters of non-discrimination and equality as set forth in the Convention on the Rights of Persons with Disabilities which included the denial of reasonable accommodation at all stages of the hiring process.
7A. Recommend which Egyptian institutions (specific university or technical college departments/ faculties) are best poised to help PWD entry into the labor market. Specify relevant criteria identified by the assessment team; e.g.,	Y	Y	Y	Key informant interviews with Directors of Centers for Students with Disabilities and group discussions with People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in	Key informant interviews, group discussions and compilation of relevant official studies and/or published statistics.	Targeting 100% of Directors of Centers for Students with Disabilities of public universities/regional technical colleges and any relevant official studies and/or published PwD employment statistics. Purposive sampling of People with Disability Organizations (PDO), PwD graduates of public higher	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions. Secondary Qualitative/ Quantitative Data: Systematic review of any relevant official studies and/or published PwD employment statistics.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
past experience, existing resources and capacity, proximity to private sector, responsiveness to engage in new opportunities, et. al.				local/ multinational businesses, local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.) and any relevant official studies and/or published PwD employment statistics.		education currently employed and/or being trained in local/ multinational businesses, and local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.).	Note: The assessment team will inquire about the number of employees with disabilities actively employed at the public university/technical college not only for this question but as an overall assessment of the enabling environment.
7B. What types of assistance do specific university or technical college departments/ faculties, best poised to help PWD entry into the labor market, need to expand their work?	Y	Y	Y	Inventories of public higher education assistive technologies and accessibility assessments. Key informant interviews with Directors of Centers for Students with Disabilities and group discussions with People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in local/ multinational businesses, local/multinational	Key informant interviews, group discussions and compilation of inventories of public higher education assistive technologies, accessibility assessments, official studies and/or published statistics.	Targeting 100% of Directors of Centers for Students with Disabilities of public universities/regional technical colleges and any relevant official studies and/or published PwD employment statistics. Purposive sampling of People with Disability Organizations (PDO), PwD graduates of public higher education currently employed and/or being trained in local/ multinational businesses, and local/multinational businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.).	Primary Quantitative Data: Inventories of public higher education assistive technologies and accessibility assessments. Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions. Secondary Qualitative/ Quantitative Data: Systematic review of any relevant official studies and/or published PwD employment statistics.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
				businesses that employ PwD public university graduates (e.g., Orascom and Vodafone Call Centers, PepsiCo, et.al.) and any relevant official studies and/or published PwD employment statistics.			
8A. Who are the PWD stakeholders (e.g., other donors, policy-makers, university and technical college administrators, teachers, families, and students with and without disabilities) that can contribute to improving educational opportunities and outcomes for university students with disabilities?	Y	Y	Y	PwD representatives in government (e.g., Parliament, National Council for Disability Affairs, Ministry of Higher Education and Scientific Research, Sub-Council of Student Affairs of the Supreme Council of Universities, Egypt Union of Societies of Persons with Disabilities). Public university/regional technical college Presidents, Deans of Student Affairs, Directors of Centers for Students with Disabilities and Deans of select	Key informant interviews, group discussions and compilation of relevant published research.	Targeting 100% of public university/regional technical college Presidents, Deans of Student Affairs, Directors of Centers for Students with Disabilities. Purposive sampling of PwD representatives in government agencies, Egyptian and international PDOs, local/multinational businesses recognized for hiring/training PwD public higher education graduates, and international donor organizations.	Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
				Faculties in which PwD are enrolled. Local and multinational businesses recognized for training and/or hiring PwD public higher education graduates. Egyptian/international PDOs (e.g., HELM, LRC, DAESN, HI, Terre des Hommes, Mobility International USA) and international donor organizations (.g., USAID, UNDP, ILO, EU). Currently enrolled students with disabilities in public higher education.			
8B. Identify current programs (including donor assistance) for improving educational opportunities and outcomes for university/technical college students with disabilities.	Y	Y	Y	Consultations with PwD representatives in government (e.g., Parliament, National Council for Disability Affairs, Ministry of Higher Education and Scientific Research, Sub-Council of Student	Key informant interviews and group discussions.	Purposive sampling of a) government agencies, Egyptian and international PDOs, c) international donor organizations and d) local/multinational businesses recognized for hiring/training PwD public higher education graduates.	Secondary Qualitative Data: A comprehensive review of the literature. Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
				Affairs of the Supreme Council of Universities). Public university/regional technical college Presidents, Deans of Student Affairs, Directors of Centers for Students with Disabilities. Local and multinational businesses recognized for training and/or hiring PwD public higher education graduates. Egyptian/international PDOs (e.g., HELM, LRC, DAESN, HI, Terre des Hommes, Mobility International USA) and international donor organizations (.g., USAID, UNDP, ILO, EU).		Targeting 100% of a) Presidents Deans of Student Affairs and Directors of Centers for Students with Disabilities of public universities/regional technical colleges. .	
8C. Given donor assistance, list challenges and best practices developed by other donors.	Y	Y	Y	Relevant PwD-related studies, publications, international agreements, laws, regulations and standards/best practices.	Compilation of relevant reference documents, key informant interviews and group discussions. Refer to	A comprehensive review of PwD literature and purposive sampling of international PDOs and international donor organizations.	Secondary Qualitative Data: Comprehensive review of relevant PwD literature. Primary Qualitative Data:

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
				Consultations with PwD representatives of International PDOs (e.g., LRC, DAESN, Handicapped International, Terre des Hommes, Mobility International USA) and international donor organizations (e.g., UNDP, ILO, EU).	Annex VI for a preliminary list of relevant PwD publications.		Content analysis/tally sheets of key informant interviews and group discussions.
9A. Recommend how to involve the private sector to work with universities and regional technical colleges to support PwD.	Y	Y	Y	Relevant PwD-related case studies, incentive programs, agreements, laws, and regulations. Consultations with public university/regional technical college personnel (Presidents, Directors of the Programs Offices, Deans of Student Affairs, Directors of Centers for Students with Disabilities and select Deans of Faculties), Egyptian/ international PDOs (HELM, LRC, DAESN, HI, Terre des Hommes, Mobility International USA, et.al), and	Compilation of relevant reference documents, key informant interviews and group discussions.	Comprehensive review of relevant literature. Targeting 100% of public university/regional technical college Presidents, Deans of Student Affairs, and Directors of Centers for Students with Disabilities. Purposive sampling of select Deans of Faculties of public university/regional technical colleges in which PwDs are enrolled, Egyptian and international PDOs, international donor organizations and local/multinational businesses recognized for hiring and/or training PwD public higher education graduates.	Secondary Qualitative Data: Comprehensive review of relevant PwD literature. Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions. Note: Recommendations for engagement with private sector local and multi-national businesses will look to existing practices within Egypt as well as to successful implementation models observed in other countries.

Evaluation Question	Answer & Evidence Needed (Y/N)			Data/Information			
	Description	Comparison	Explanation	Data Sources	Data Collection Methods	Sampling or Selection Approach	Data Analysis Methods
				local/multinational businesses (e.g., Vodafone, PepsiCo, Orascom.) recognized for hiring/training PwD public higher education graduates.		.	
9B. List incentives that would encourage the private sector to participate.	Y	Y	Y	Relevant PwD-related case studies, incentive programs, agreements, laws, and regulations. Government agencies, Egyptian and international PDOs, international donor organizations and local/ multinational businesses recognized for hiring/training PwD public higher education graduates.	Compilation of relevant reference documents, key informant interviews and group discussions.	Purposive sampling of government agencies, Egyptian and international PDOs, and local/multinational businesses recognized for hiring and/or training PwD public higher education graduates.	Secondary Qualitative Data: Comprehensive review of relevant PwD literature. Primary Qualitative Data: Content analysis/tally sheets of key informant interviews and group discussions.

ANNEX III: DATA COLLECTION INSTRUMENTS

Services to Improve Management, Enhance Learning and Evaluation (SIMPLE) Project
USAID Mission in Egypt

Assessment of Persons with Disabilities in Egyptian Higher Education Institutions

Assessment Fieldwork Manual

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The Persons with Disabilities Assessment Fieldwork Manual serves as 1) a quick technical reference for a standard definition of terms, key disability rights, sustainable development goals, gender considerations; 2) a compendium of key informant interview protocols, group discussion protocols, survey instruments, associated auditing tools, assessment team introduction protocols, consent forms for conducting data collection activities; and 3) supplemental annexes to key documents.

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Introduction

The UN General Assembly adopted the Convention on the Rights of Persons with Disabilities (CRPD) in December 2006, and the treaty entered into force in May 2008. (For copies in Arabic and English, see Annexes 1 & 2). The Government of Egypt (GOE) was among the first countries to sign and ratify the CRPD. The CRPD, together with nine disability-related provisions in Egypt's 2014 Constitution and relevant Egyptian domestic legislation, constitutes the principal "global best practice" and touchstone for the design of assessment protocols for implementation by the Field Teams. Our understanding of key terms and the criteria developed for various components of the assessment is pegged to the USAID Disability Policy, most notably its non-discrimination mandate, and the CRPD, Egyptian disability standards, and international best practices. We define "international best practices" as those addressed in leading research on disability inclusion in higher education and captured during our comprehensive Desk Review, as well as international disability inclusive development policies, and global development frameworks.

The sections that follow provide some explanation as to the key concepts guiding and informing our understanding of the Assessment objectives and questions and, accordingly, our protocol design. Key terms are also provided and defined.

Disability in the CRPD is based on a Rights-Based, Social Model Understanding

While the drafters decided not to define "disability" in the CRPD, there is an understanding that the Convention applies to all persons 'who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others.'

Conceptualization of Disability

The conceptual starting point for the Assessment - implicit in the Assessment Statement of Work - is the social model understanding of disability. (See Text Box on "Defining disability"). The Assessment's point of departure, therefore, is that persons with disabilities face barriers in society (attitudinal, legal, physical, informational, communication) and it is those barriers that are disabling. Disability, then, is not a purely biomedical phenomenon that is addressable only at the level of the individual with disability through medical or rehabilitative intervention. Disability, under the social model of disability, is addressable through a range of strategies at the societal level which can either remediate, accommodate or avoid altogether the barriers that inhibit full participation in society. The assessment is, fundamentally, a project that is reflective of and responsive to a social model understanding of disability. Its objectives are, put simply, the identification of barriers to higher education for persons with disabilities and recommendations for the dismantling or remediation of those barriers.

Accessibility

Accessibility means very different things to different people with disabilities; it is inherently a personal experience. Persons with different disabilities and different personal circumstances may require (or desire) different strategies and supports to achieve the same goals of equal opportunity and equal enjoyment of the services offered by higher education institutions. In this Assessment, accessibility is understood to mean whether a person with a disability can meaningfully receive, participate in, and

benefit from academic and extra-curricular facilities and services offered by an institution of higher education.

The CRPD defines "accessibility" in broad terms, and provides important conceptual guidance in addition to setting forth State obligations. Accessibility is cross-cutting and thus applicable in respect of all domains covered by the CRPD which includes, under Article 24, higher education.

Article 9, Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

(a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
(b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:
(a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;
(b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
(c) Provide training for stakeholders on accessibility issues facing persons with disabilities;
(d) Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;
(e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;
(f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;
(g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;
(h) Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Accessibility as addressed in the Assessment and its Protocols is understood to mean that students with disabilities should have **access to all aspects of public higher education** and **be able to access, on an equal basis with others, the physical environment, transportation, information and communications, including information and communications technologies and systems (ICTs) and to other facilities and services**, both in urban and in rural areas. Various elements of accessibility are briefly outlined below, followed by more detailed discussion of the institutional context: (1) Physical Accessibility; (2) Programmatic Accessibility; and (3) Communications Accessibility.

Physical Accessibility in the Assessment

Put simply, physical access includes barrier free entry to a building, a class room, and physical space or area. Assessment issues commonly include questions like: Can one enter the building? Can one navigate the building? Can one use signs to get where s/he wants to? Can one get around using a wheelchair? Can one get through doors? The specific tool we will be using is a modified **Americans with Disabilities Act Barrier Removal Checklist**[39] which is most relevant for the Egyptian context and corresponds to the timeline for this project. This tool is a condensed version of the voluminous ADA standards and is specifically designed for an overall – as opposed to fully comprehensive – assessment of physical barriers.

Disabled peoples' organizations (DPOs) and development projects working on physical accessibility (in Egypt and around the world) routinely use internationally accepted standards, and in particular, they assess physical access to the built environment according to standards developed under US Architectural Barriers Act, the Americans with Disabilities Act (ADA). Consultations with the Egyptian NGO, HELM, disclosed that the Egyptian Code of Construction was based on the ADA. Moreover, the ADA applies to all disability types and the ADA Barrier Removal Checklist tool has been used successfully in Egypt and is the most appropriate tool for assessing university accessibility. This explains the rationale for our selection of a modified ADA Barrier Removal tool for our physical accessibility audit.
On each Field team, an Accessibility Specialist will conduct a detailed physical accessibility assessment at each of the university sites. These members have primary responsibility for the assessments. Other members of the Field Teams will be responsible for capturing observable physical barriers where possible and photographing where possible in order to provide additional data and for verification. Photography is subject to permission by University/Technical College authorities.

Programmatic Accessibility

When organizations attempt to make their services accessible to persons with disabilities, they may emphasize physical access but fail to take into account the many other barriers to programs and services in order for persons with disabilities to enjoy equal access. Universities can offer a range of services beyond academic teaching, including job search resources and assistance, field trips, and various workshops and training programs. To create programmatic accessibility, universities must design all of their services and train their faculty and staff so that they can understand and anticipate the needs of a broad diversity of individuals with disabilities. The Assessment is addressing programmatic accessibility in terms of academic programming and all elements required to access programming (e.g., library services) as well as extra-curricular programming.

Communications Accessibility in the Assessment

Communications – broadly defined under the CRPD – in the context of this Assessment include the different modes and formats in which university students, faculty and staff may interact and exchange information and processes inherent to accessing university and technical college services and facilities. (See CRPD Definitions Text Box) Communications accessibility is also relevant when information and communication technologies (ICTs) are used or needed to deliver and enjoy services, including when students with visual impairments use Braille machines to take notes or screen-reading software to

[39] This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (Nondiscrimination on the basis of disability… Final Rule).

access material in digital formats. Relatedly the CRPD recognizes both spoken and signed as well as other forms of non-spoken languages (See Text Box).

CRPD Definitions

"Communication" includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;
"Language" includes spoken and signed languages and other forms of non-spoken languages;

The Assessment will examine the accessibility of information and communication services and devices for students with disabilities through Key Informant Interview Protocols, Group Discussion, and Surveys and through the Website and Online Accessibility Audit. We will examine resources for students with disabilities to utilize Job Centers (among the universities that have them), or any other career/ employment services at universities, whether those are provided for "self-service" or directly by staff. We will also assess whether information is offered through print and electronic resources or alternative formats (e.g., Large Print formats for persons with low vision) if individuals are unable to access the information and benefit from these services. As possible we will assess channels for student feedback, in an effort to understand the quality of access and whether, even where assistive technology is available to make communications accessible, staff are aware of its presence and how it can be used.
University Website and Online Accessibility: One of our specialized teams will undertake an accessibility audit of all university and technical college websites, examining a selected number of core features. Team members are encouraged to visit the websites for their assigned field visits and undertake a modified version of the audit. Please use the tool provided in the Text Box below to undertake this assessment.

1. What if any disability-specific services are mentioned on the website you visited?
2. Are there opportunities for students to "enroll" in university services/programs/activities or to take online courses, for instance through Open University?
3. Is it easy to find information on the site? Why or why not?
4. Are there pictures or graphics (such as logos) on the website? When you roll your mouse over these, does a text description pop up?
5. Are there audio or video components to the website? If yes, are alternative presentations (such as text or captioning) provided?
6. Is there information online about programs or services for students with disabilities? If yes, was it easy to find?
7. Does the information provided (if any), include how to seek accommodations and communication aids and services?
8. Is the website up to date?

Key Disability Rights Principles for Assessment

The CRPD provides for non-discrimination and equality for persons with disabilities, full and effective participation and inclusion in society, respect for difference and acceptance of persons with disabilities as part of human diversity and humanity, accessibility, autonomy, and gender equality among others. Moreover, in the CRPD's reflection of the rights-based, social model of disability, it signals a major departure from traditional models of disability associated with medical or charity approaches that typically have shaped law, policy and development frameworks. The paragraphs that follow define key terms referenced in the Assessment Statement of Work and used in the development of Protocols and

conceptual categories reflected in international standards and best practices derived from the Desk Review.

Non-discrimination: The Assessment calls for an analysis of discriminatory barriers to higher education for persons with disabilities in Egypt. In the CRPD, **discrimination on the basis of disability** is defined as:

> any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, **including denial of reasonable accommodation.**

"**Reasonable accommodation**" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Examples of discrimination in higher education that are prohibited under international standards, including the CRPD, include:

- Denying a qualified individual with a disability admission to higher education because of her/his disability;
- Excluding a qualified student with a disability from any course, course of study, or other part of its education program or activity because of her/his disability;
- Counselling a qualified student with a disability toward more restrictive career objectives than other students.

To ensure that their programs and activities are fully accessible to students with disabilities, universities must provide reasonable accommodations. Specifically, universities and technical colleges are required to make reasonable modifications in their practices, policies and procedures, and to provide auxiliary aids and services for students with disabilities, unless to do so would fundamentally alter the nature of the goods, services, facilities, or other elements provided by the university. A "fundamental alteration" is a modification that is so significant that it alters the essential nature of the goods, services, or facilities, provided by the university.

As noted above, reasonable accommodations can be divided into two categories: (1) reasonable modifications to policies, practices and procedures; and (2) auxiliary aids and services.

Reasonable accommodations or modifications can take many forms, depending on the individual student's needs. Examples of modifications that universities might need to take in order to make their policies, practices and procedures accessible to students with disabilities include:

- Allowing course substitutions for certain required or pre-requisite courses;
- Allowing extra time on exams;
- Allowing a reduced course load and extended time within which to complete degree requirements; or
- Providing housing accommodations for a student's personal care assistant.

Auxiliary aids and services can take many forms, depending on the individual student's needs. Examples of auxiliary aids and services that universities can provide to ensure accessibility for students with disabilities include:

- Qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
- Note takers;
- Qualified readers, tape-recorded or digitally recorded texts, or other effective methods of making visually delivered materials accessible to individuals with visual impairments;
- Class materials, university policies & procedures in alternative formats (e.g., texts in Braille, on audiotape, or as digital files);
- Acquisition or modification of equipment or devices.

Disability and Gender

Within the context of the assessment questions, the assessment team will consider gender analyses[40] wherever possible in key aspects of data collection activities. While this may be limited due to gaps in both disability data and disability data disaggregated on the basis of sex, we will make every effort to be responsive to the gender dimensions of the Assessment. Field teams are reminded to pay particular attention, as requested in Assessment Question no. 5, to our effort to quantify/qualify gender-based differential dynamics for people with disabilities in public universities and regional technical colleges regarding admissions, services, accommodations, assistive technologies, facility access and any major inequity challenges and steps that should be taken to reach gender parity.

Recalling the social model understanding of disability, reflected in the CRPD and in research on accessibility of higher education to persons with disabilities, gender is understood in similar terms, meaning that field teams should be mindful of the impact of the social environment on women and girls with disabilities in the Egyptian context.

In crafting our instruments, we have been sensitive to the overwhelming evidence that women and girls with disabilities facing multiple and intersecting forms of discrimination and that our Assessment must be attuned to this in terms of asking the right questions and trying to obtain data that will guide our recommendations.

CRPD, Preamble (s) Emphasizing the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities,
CRPD Article 6(1) Women with Disabilities
States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.

We also recognize that international standards on disability place particular emphasis on gender equality, including as a development goal on its own and as vital to accelerating inclusive sustainable development. We have been guided by the CRPD which in various provisions highlights the multi-dimensional discrimination faced by women and girls with disabilities, and obligates States, in the implementation of the Convention, to take into account the unique needs of women and girls with disabilities. Gender and age-related concerns throughout the CRPD offer important guidance for where and how to do that as we not want to miss any opportunity to understand the specific Egyptian context of gender and disability in higher education.

[40] As encouraged in the January 2012 Gender Equity and Female Empowerment Policy and ADS 205.

Extracurricular Activities in the Assessment

The Assessment calls for the inclusion not only of accessibility in relation to the academic programs provided by universities but also to extracurricular activities - in short, to all aspects of a student's life at university. Our understanding of extracurricular elements is pegged to the CRPD, not only in Article 24 which requires equal access by persons with disabilities to all aspects of education at all levels, but likewise to Article 30 (and other provisions) provides detailed obligations as to cultural, recreational and sporting activities, all of which are germane to the life of a university or technical college student in Egypt.

Article 30
Participation in cultural life, recreation, leisure and sport
1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:
(a) Enjoy access to cultural materials in accessible formats;
(b) Enjoy access to television programs, films, theatre and other cultural activities, in accessible formats;
(c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.
2. States Parties shall take appropriate measures to enable persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.
3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.
4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.
5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:
(a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
(b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
(c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
(d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
(e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Other Assessment Terms Requiring Definition/Explanation

The Statement of Work for the Assessment contains other terms that require definition or explanation in the implementation of the Persons with Disabilities Assessment and preparation of the deliverables. These definitions and understanding are summarized below:

Access to "Quality Education": Assessment Question 1(c) asks whether students are receiving "quality education" and whether they experience barriers in accessing quality education. For the purposes of the Assessment, access to "quality Education" will include the following elements:

1) Accessibility to the built environment;
2) Access to information and communication technology (e.g., university websites, Facebook pages, E-learning platform, electronic materials forming part of academic curriculum)
3) Equal access to academic and extra-curricular programs and services
4) The provision of supports, where needed, to overcome barriers, including the provision of reasonable accommodations to students

"Barriers": The term "barriers" as understood for the purposes of this Assessment aligns wih the understanding of barriers reflected in the Convention on the Rights of Persons with Disabilities and relate to, for example:

1) Barriers experienced prior to higher education
2) Law and policy barriers
3) Attitudinal barriers
4) Physical infrastructure/built environment
5) Information and communication barriers
6) Transport barriers
7) Barriers in accessing course materials
8) Barriers in higher education procedures and regulations

"Favorability": The term "favorability" as used in this Assessment, especially in relation to Assessment Question 2 which refers to "favorable conditions for students with disabilities" is defined by reference to 11 criteria, some with sub-criteria, which make up the University Ranking Tool. The criteria, when viewed together, comprise a "whole of school" approach, meaning they address equal access to and participation in the entirety of the university or technical college experience. This includes, for example, admissions, infrastructure, policies, housing, lecture rooms/labs, extra-curricular activities, graduation, among others.

"Support Services": The reference to "support services" in Question 4 refers to the provision of reasonable adjustments to practices, policies and procedures and auxiliary aids and services to students with disabilities for equal access.

"Equipment": The term, "equipment" in Assessment Question 4 means assistive technology to help people learn, communicate and be more independent in higher education. Any product or service that maintains or improves the ability of students/faculty and others with disabilities or impairments to communicate, learn and participate in campus life.

"Infrastructure Requirements": The reference in Assessment Question 4 is defined to mean: (1) barrier removal in built environment per audit tool results, informed by Egyptian Building Code & international standards; (2) barrier removal in online environment.

"Average Costs": The reference to "average costs" in Assessment Question 4 refers to locally procured costing where available, using local materials as appropriate.

Employment Opportunities in the Assessment

Global statistics reveal that persons with disabilities are disproportionately unemployed or under-employed and more often than not, live in poverty. This Assessment addresses the extent to which students with disabilities are able to obtain access to employment following graduation from university or technical colleges and uses key terms and concepts in the CRPD as guiding Assessment data collection.

The CRPD addresses employment in Article 27 and requires non-discrimination and the provision of reasonable accommodations in all aspects of the employment continuum, including "the right of persons with disabilities to work, on an equal basis with others." This includes "the right to the opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities."

Further, the CRPD requires States to "[e]nable persons with disabilities to have effective access to general technical and vocational guidance programs, placement services and vocational and continuing training" and to "[p]romote employment opportunities and career advancement for persons with disabilities in the labor market, as well as assistance in finding, obtaining, maintaining and returning to employment…"

This Assessment will assess the extent to which existing Career Development Centers are accessible to students with disabilities, along with any other available employment opportunity support services. Visits to businesses and also donors who fund employment initiatives for key informant interviews will provide some context for the employment of university and technical graduates with disabilities.

Collecting Data on Disability

Accurate disability data is lacking for most developing countries and is a challenge in Egypt, although efforts are underway to address existing gaps. The quality of disability data is essential to disability inclusion and highlighted in the CRPD. Understanding the numbers of students with disabilities in universities and their circumstances can improve GOE efforts to remove disabling barriers and provide appropriate services to students with disabilities at all levels of education. Improving data collection and promoting the disaggregation of data according to disability is an area of major concern for the GOE to meets its global commitments under the CRPD and the Sustainable Development Goals (SDGs).

CRPD Guidance on Data and Statistics

Article 31 of the CRPD requires State Parties to collect appropriate information, including statistical and research data, to identify barriers faced by persons with disabilities and to enable them to formulate and implement policies that give effect to the Convention. The data collected should comply with legally established safeguards (such as legislation on data protection) and with accepted norms (including ethical principles) in the collection and use of statistics.

Sustainable Development Goal Indicators

The Sustainable Development Goal (SDGs) Indicators were developed by the UN Statistical Commission and they include some key measures related disability, helping to make disability and persons with disabilities visible in regard to the global agenda.

SDGs and Disability: The current list of indicators to monitor the implementation of the SDGs includes disability in the following ways:

- Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators […] that can be disaggregated.
- Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions).
- Average hourly earnings of female and male employees, by occupation, age and persons with disabilities.
- Unemployment rate, by sex, age and persons with disabilities.
- Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities.
- Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities.
- Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities.
- Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 month.
- Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions.
- Proportion of population who believe decision making is inclusive and responsive, by sex, age, disability and population group.
- Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work injury victims and the poor and the vulnerable.

I. Data Collection Tools

The Persons with Disabilities Assessment data collection will be conducted through 18 data collection tools that will be used to gather information from 68 different entities. See the below lists and the following copies of the tools.

18 Assessment Data Collection Tools	
Tool	Number
Key Informant Interviews	9
Group Discussions	3
Survey Instruments P&P/OL	4
Audit Tools/Checklists	2
Field Manual	1

Stakeholder Groups in 68 Entities
University / Technical College Officials, Faculty and Staff members with Disabilities and Campus Engineers
Currently Enrolled and Graduated Students with Disabilities
Government Agencies
DPOs, International Donors, NGOs and Businesses

1.1 Survey Participation Consent Form

People with Disabilities in Egyptian Public Higher Education Needs Assessment
Survey Participation Consent Form

At the request of the Government of Egypt, the USAID Office of Education and Health is funding a month long assessment of Egypt's twenty-four public universities and eight public regional technical colleges to better understand the educational needs of students with disabilities and corresponding support services that public higher education institutions either provide or are needed to accommodate these students.

The findings, conclusions and recommendations of this assessment may inform a future USAID-funded program designed to support public universities and technical colleges in the upgrade of facilities and services to meet the needs of students with sensory and physical disabilities through the promotion of inclusive education best practices that address their special needs. The assessment team, contracted by the SIMPLE (Services to Improve Management, Enhance Learning and Evaluation) Project, is responsible for collecting quantitative and qualitative survey data.

The results of this study will be used for research purposes only. This survey should take between 15 and 20 minutes to complete. Anonymized results will be shared with host universities and technical colleges, key stakeholder governmental agencies, disabled persons' organizations, and relevant non-governmental organizations. Your participation is entirely voluntary, however, the success of this nationwide assessment will be largely dependent upon your support. Thank you for your valued contribution to this important initiative.

Please provide the information listed below indicating your agreement to participate in this initiative.

Name of Respondent: _____

Name of Public University/Regional Technical College: _____

Date (DD/MM/YYYY): _____

Signature: _____

1.2 Verbal Introduction Protocol to Key Informant, Group and/or Telephone Interviews

People with Disabilities in Egyptian Public Higher Education Needs Assessment

Verbal Introduction Protocol to Key Informant, Group and/or Telephone Interviews

Good morning/afternoon. My name is _____. I am a member of an assessment team endorsed by the Ministry of Higher Education and Scientific Research and the Supreme Council of Universities to conduct a nationwide needs assessment of Egypt's public universities and regional technical colleges to better understand the educational needs of students with disabilities.

The USAID Office of Education and Health is funding four three-person field teams, specialized in inclusive education, assistive technologies and facility accessibility to conduct key informant interviews and group discussions with a) Egypt's twenty-four public universities and eight public regional technical colleges as well as b) relevant government agencies, c) disabled persons organizations, d) international donor organizations, e) local/multinational private sector businesses that employ and/or train persons with disabilities and f) both currently enrolled and graduated students of public higher education.

The findings, conclusions and recommendations of this assessment may inform a future USAID-funded program intended to support public universities and technical colleges in the upgrade of facilities and services to meet the needs of students with sensory and physical disabilities through the promotion of inclusive education best practices that address their special needs.

Findings of this assessment will be managed in a confidential manner and anonymized results will be shared with the aforementioned key stakeholder groups. The results report will be available for public dissemination on or about the fourth week in July 2017.

Your participation is entirely voluntary but your participation is considered vital to this important initiative. I thank you in advance for your valued contribution and I would be pleased to answer any questions that you may have in the course of our discussion.

1.3 Protocol for Key Informant Interview of Government of Egypt Representatives in People with Disabilities Stakeholder Ministries, Councils and Other Government Agencies

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of Institution:
Brief Description of Mission of Government Agency:
Gender: ___ Female _____ Male
Title:

Disability-Related Mandate/Responsibilities and General Line of Questioning

1. What role does your agency play in supporting students with disabilities in higher education?
2. What disability specific programs are you currently responsible for, especially those related to higher education?
3. Are you currently supporting disability projects (standalone or disability components of general projects) now or planning to do so? If yes:
    a. What sector (e.g. education, employment, health)? If yes, what kinds of activities are you funding? (Q8)
4. [If funding higher education activities for students with disabilities], what does it address (e.g., physical, attitudinal, policy, technology, services, training, other)? (Q4) AND:
    a. What partners (e.g. local or international) are working with?
    b. What challenges have you encountered during implementation that have impacted effectiveness of that project?
5. Has your agency worked on the identification of the needs of persons with disabilities in accessing higher education in public institutions in Egypt? (Q1)
6. Does your agency employ university graduates who are persons with disabilities?
7. Do you have any disability studies or statistics relevant to students with disabilities in higher education? If yes:
    a. Do you know the types of disabilities represented in the student population? (Q1)
    b. Do you know the male/female breakdown of students with disabilities? (Q5)
    c. What colleges/departments have students with disabilities? (Q1)
8. Do you have any studies or reports that you can share with us as we gather information on persons with disabilities in higher education - especially studies/reports/programmes relating to higher education and students with disabilities, statistical data/reports?
9. What are the biggest barriers facing university students with disabilities? (Q1)
    a. ***Do women with disabilities face additional barriers because of barriers that women in general experience in higher education?
    b. Do women with disabilities face additional barriers on account of gender and disability working in combination (disability + gender creates a unique barrier/experience of discrimination)?
10. What recommendations do you have for improving the accessibility of higher education for students with disabilities? What would help universities to improve the accessibility of students with disabilities? (Q4) How would you prioritize the needs based on your knowledge or experience? (Q4)
11. Is there anything else you would like to share about the role of your organization in supporting persons with disabilities, especially students with disabilities in higher education?

Concluding Questions

1. What do you consider to be the greatest challenges facing your agency in supporting the inclusion of Egyptians with disabilities in higher education?
2. What do you see as the greatest needs of your agency to support the inclusion of persons with disabilities in higher education in Egypt?

Subject-Specific Question Sets (as relevant for the GOE office with whom you are meeting)

Data and Statistics (e.g., CAPMAS)

<u>Student Housing</u>

Employment

1. What support services universities are provided for students with disabilities to obtain access to employment after graduation? (e.g. job placement services; job training; internships)? If provided, how? (Q7)
2. Do they reach persons with physical and sensory disabilities?
3. Are any programs targeting women with disabilities and access to employment after graduation? If yes, please describe. (Q4)

Campus Infrastructure (Physical Infrastructure)

1. What are the accessibility standards applied in building on university campuses? Are the standards current, under review, or pending revision? [we understand there are new standards pending]
2. Are there any plans or future plans for funding barrier removal and retrofitting on university campuses? If yes:
    a. What are the plans?
    b. Where will they be implemented?
    c. Who is funding them?
3. Can we obtain information on the costs of barrier removal and retrofitting/do you know where we might obtain information on costs?
4. What are the biggest challenges in addressing the physical accessibility of university campuses (e.g., cost, knowledge of accessibility standards, difficulty of retrofitting old buildings)
5. What are the biggest needs in barrier removal and retrofitting? (standards, funding, policies, expertise/training)

ICT (Information and Communication Technology)

1. What information and communication technology (ICT) support services universities are provided for students with disabilities? If yes, please describe. (Q4)
    a. Assistive technology? (Q4)
    b. Do you know estimated costs for key ICTs to advance accessibility for students with disabilities at universities? (Q4)
2. How are you including disability in the design and implementation of your projects? (Q4) Are people with disabilities participants in the design and implementation of projects, whether disability specific or mainstream? Is there a specific part of the budget allocated to disability supports in ICT provision at universities or in initiatives you are working on? (Q4)

Law and Policy

3. Egypt ratified the Convention on the Rights of Persons with Disabilities in 2008. What changes in the government laws, policies, and programs relating to disability in higher education have resulted from ratification? (Q1)
    a. What is the current status of the Egyptian report to the CRPD Committee, due for submission to CRPD Committee in 2010? Is that currently under development? Does it identify needs in relation to higher education in order to advance implementation of the CRPD? Is there an inter-ministerial body working on report development and if so, who sits on that body?
4. What is the status of ratification of the Marrakesh Treaty? (Note: We understand that ratification of the MT is pending)
5. What is the status of the adoption of the national disability legislation currently before Parliament? Does it include provisions on:
    a. Higher education?
    b. Accessibility?
    c. Non-discrimination INCLUSIVE OF reasonable accommodation?
6. What is the status of accessibility standards currently under development or pending adoption?
7. How is disability addressed in the development agenda of the country, given the inclusion of disability in the SDGs? (Q1)
    a. Is disability addressed in the 2030 development plan for Egypt?
    b. Are there needs that you have that would assist in addressing the disability specific requirements of the SDGs, given that there are a number of indicators requiring data collection and other measures?

1.4 Protocol for Key Informant and Group Interviews with Businesses that Train and/or Employ Persons with Disabilities

(Evaluation Questions 6B, 7, 8 & 9)

Introduction
Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information:

Company:
Governorate:
Line of Business:
Classification of Business Size and Type: (Small, Medium or Large as defined by Egyptian Law and local versus International)
Name of interviewee and Job Title:

Introductory Paragraph

1- Do you have any employees with disabilities? (#s / disabilities/gender/education) **If No, go to Q6**
2- How are employees with disabilities accommodated in the workplace?
3- Do you implement the 5% rule in hiring PWDs? If yes, what criteria do you use for hiring and
4- How do you find the experience-hiring People with Disabilities?
5- What are the reasons that make you hire PWDs? What are the types of jobs undertaken by employees with disabilities?
6- Does your company have a disability policy? Does it provide equal opportunity for employment for PwD? **If No, go to Q6**

a. Are there any technical restrictions on hiring people with particular types of disabilities? If Yes, what? And why? **Ask for a copy of the policy document/equivalent.**
b. Does the company offer internships to students with disabilities? **If No, go to Q 3-b.ii.**
    i. Does the company have protocols with universities for this purpose? **If No, go to Q 3-c.**
        1. How many?
        2. Governmental or private Universities?
        3. Which ones?
        4. Why particularly these? and
        5. Outreach Mechanism (e.g. job fairs)
    ii. Sponsorship for students with disabilities (any experience)
    iii. How many interns have you had/plan to offer this year?
    iv. Is this number offered yearly? Can you provide yearly average?
    v. How do PwD interns perform during internships?
c. Does the company's advertising for job vacancies welcome PwDs?
d. Does the company allocate budgets for PwD inclusion (both facilities and technologies)? Can you give me examples? (website, printed material in braille, etc)
e. Does the HR department promote awareness of its policy towards PwD among its employees? If not, do you think it needs to/should do so?
f. Does the company HR policy ensure equality in treatment of PwD employees in terms of type of jobs, work conditions, salaries, career promotion, etc.?

g. How does employing Persons with disabilities affect your company? E.g.: company performance, moral of employees (both PwDs and Not-PwDs)

7- Why (company doesn't hire PWD/have policy for PWD)?

a. Does the company intend to hire/have such a policy for hiring PwDs in the future? Why? And When?

8- How does your company Management and employees think of PwD inclusion?

Enter (**X**) in boxes according to responses.

Perceptions	**By Management**	**By Individuals (Non-PwDs)**
a- Useful?		
b- Necessary?		
c- Must have?		
d- Good to have?		
e- Promotes company image?		
f- Increase productivity?		

9- What do you think the role should of companies in supporting employment of people with disabilities?

10- If there is a Donor project for supporting inclusion of PwD students in the governmental universities in Egypt, do you have ideas of specific contributions by the private sector?

1.5 Key Informant and Group Interview Protocol for Disability Person Organizations

Introduction
Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

1. Could you **introduce** yourself, your type of disability and name of your DPO? (gender)
2. What is the **number** of PWD members of the DPO (males and females)? Do they have one particular or different types of disabilities? Are there non-disabled members?
3. Are there **DPO members** who are university **graduates**? How many? What are their majors?
4. What is the number of members of the board (males and females)? How many of them are PWD? Do they have one particular or different types of disabilities?
5. Are there **board members** who are university graduates? How many? What are their majors?
6. When was your DPO registered? Does the story behind the start of your DPO is **related** to higher education?
7. Has your DPO conducted any **activities/initiatives** with **universities/students** with disability to support inclusive quality higher education? If yes, please describe those activities.
8. Does your DPO have regular **connections/communication** with students with disability? If yes, please describe.
9. What are the main **achievements/successes** of your DPO relevant to higher education and support of students with disability?
10. As an activist PWD what are the main **challenges/barriers** that PWD meet in higher education?
11. As an activist PWD what are the main **recommendations** that can support PWD to have an accessible and inclusive environment in higher education?
12. Considering that there is an available fund, what is your **priority** intervention to support the sustainable accessibility environment in the Universities.

1.6 Protocol for Key Informant Interview of Representative of International Donor Organization

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of Organization:
Brief Description of Mission of Donor Organization:
Gender: ___ Female _____ Male
Title:

Disability Initiatives

1. Are you funding any disability projects (standalone or disability components of general projects) now or planning to do so? What sector (e.g. education, employment, democracy, health)? If so, what kinds of activities are you funding? (Q8)
2. Does your agency fund/support any initiatives in higher education for students with disabilities in Egypt? (Q8) If yes, what does it address (e.g., physical, attitudinal, policy, technology, services, training, other)? (Q4) What partners (e.g. local or international) are working with? What challenges have you encountered during implementation that have impacted effectiveness of that project?
3. Does your organization employ university graduates who are persons with disabilities? Does it provide internships to students with disabilities?
4. Do you have any disability studies or statistics relevant to students with disabilities in higher education? If yes:
    a. Do you know the types of disabilities represented in the student population? (Q1)
    b. Do you know the male/female breakdown of students with disabilities? (Q5)
    c. What colleges/departments have students with disabilities? (Q1)
5. Do you have any studies or reports that you can share with us?
6. [For universities with projects in higher education] What support services universities are provided for students with disabilities? If yes, please describe. (Q4)
    a. Assistive technology? (Q4)
    b. Obtaining employment after graduation? (e.g. job placement services; job training; internships)? If so, how? (Q7)
    c. Do you know estimated costs for disability support services in universities? (Q4)
7. How are you including disability in the design and implementation of your projects? (Q4) Are people with disabilities participants in the design and implementation of projects, whether disability specific or mainstream? Is there a specific part of the budget allocated to disability supports in mainstream or projects you are funding? (Q4)
8. Are there projects you would consider funding for university students with disabilities? If so, what are they? (Q1)
9. What are the biggest barriers facing university students with disabilities? (Q1)
10. What are the biggest challenges that universities face in including students with disabilities in university? (Q1)
11. What recommendations do you have for improving the accessibility of higher education for students with disabilities? What would help universities to improve the accessibility of students with disabilities? (Q4) How would you prioritize the needs based on your knowledge or experience? (Q4)

12. Is there anything else you would like to share about the role of your organization in supporting persons with disabilities, especially students with disabilities in higher education?

Law and Policy

13. Egypt ratified the Convention on the Rights of Persons with Disabilities in 2008. What changes in the government laws, policies, and programs relating to disability in higher education have resulted from ratification? (Q1)
14. What has the government done to identify needs in country relating to the accessibility of higher education to persons with disabilities? (Q1)
15. How is disability addressed in the development agenda of the country, given the inclusion of disability in the SDGs? (Q1)

Concluding Questions

16. Are there any other donors doing work on the accessibility of higher education with whom we should meet?

1.7 Protocol for Key Informant Interview of Public University and/or Regional Technical College Administrator (Vice President/Dean of Student Affairs)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of Institution:
Brief Description of Mission of Government Agency:
Gender: ___ Female _____ Male
Title:
Department:

1. Does your institution have a disability policy? *__Obtain copies of policies/guidelines/plans__.
   IF YES,
   b. Does it have an accessibility plan and/ or policies to address physical barriers?
   c. Website accessibility policy/guidelines?
   d. IT accessibility policy/guidelines (e.g., regarding computer and software or other IT elements)?
   e. Do any colleges or departments have specific disability-related policies/ by-laws/guidance on accommodating students with disabilities (e.g., relating to accessible curricula or examinations)?
   f. Other?
2. What are your admissions procedures for students with disabilities?
   a. Are there any specific restrictions in admissions policy or practice?
3. What is the population of students with disabilities?
   a. Do you know the types of disabilities represented in the student population?
   b. Do you know the male/female breakdown of students with disabilities?
   c. What colleges/departments have students with disabilities?
      i. If yes, what departments?
4. Do you have faculty members with disabilities? If Yes,
   a. What departments? LIST THESE.
5. What support services does the university provide for students with disabilities? LIST THESE.
6. Are students with disabilities able to participate in sport, recreation, and extra-curricular activities?
   a. Students with physical disabilities?
   b. Students with sensory disabilities?
7. Are students with disabilities represented in student unions and university committees? Is there any mechanism to ensure the participation of students with disabilities in decisions that affect them? For example is there a Disability Advisory Committee inclusive of students with disabilities?
8. Where do students go to address any accessibility barriers or absence of services? LIST. What department is responsible? LIST.
9. What is the procedure for requesting disability accommodations/supports?
   a. University Admissions – accessible procedures?
   b. University Admissions - Are there university restrictions or restrictions within certain colleges/departments?
   c. Access to course materials?

d. Assessment/examination (e.g., accessible format, or alternative method of assessment)?
e. Sport/recreation?
f. Other extra-curricular activities?
g. Housing?

10. Do faculty and staff receive have a designated office or designated staff to go to in order to obtain help in providing accommodations? IF YES, no. If they do not know, WHERE CAN YOU FIND OUT?
11. Do you have a Career Development Center or other career support services? If Yes, are persons with disabilities served?
12. Is there a specific part of the budget allocated to disability supports (e.g., funding for a Disability Support Office, barrier removal, accessible IT, sign language interpreters)?
13. Are there additional services you would like to provide for students with disabilities? If so, what are they?
14. Are you working on any disability initiatives now or planning to do so? Is the university engaging in community awareness about disability or other disability related activities? IF YES, have you received any donor funds for disability initiatives?
15. What are the biggest barriers and/or challenges facing students with disabilities?
16. What do you think the university should work on offering to students with disabilities that it is not offering now?
17. What does the university need to better accommodate students with disabilities? What would help the university? What are the university demands?
18. Is there anything else you would like to share about students with disabilities?

1.8 Protocol for Key Informant Interview of Disability Support Service Staff/Disability Focal Points

Introduction
Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of Institution:
Brief Description of Mission of Government Agency:
Gender: ____ Female _____ Male
Title:
Title/Department:

1. How many Staff employed in the Disability Support Centre? Are some of those staff People with Disabilities? If yes, how many? (Consider Gender Perspective)
2. **Written Policies** – Do you have materials relating to disability that we should review? List these. (Q4)
    I. Is there a procedure booklet/ manual for requesting disability accommodations?
    II. What is the procedure for requesting and obtaining accommodations?
    III. How are students trained in using the accommodations?
    IV. Who evaluates the accommodations provided to students? Do students have an opportunity to evaluate the services provided to them?
3. We are interested in knowing which of the following support services and accommodations are offered to students with disabilities:

Disability Accommodations (Q4)
___Alternative Exam formats
___Sign Language Interpreters
___Braille Services
___Note takers
___Readers
___Specialized computer software & hardware (keyboards, mouse, large text caps on computers, Computer screen readers, Computer text magnifiers, etc.)
___Provide texts/lectures in accessible formats
___Tape recorders
___Talking calculators

Disability Services (Q4)
_____Accessible transportation (are buses that are provided to all students around campus accessible for students with disabilities?)
_____ Training on orientation and mobility for students with visual/physical disabilities
_____ Are there any tuition waivers and / or Disability specific scholarships (financial assistance?) and by whom? (Q8&9)
_____ Extra-curricular campus activities (e.g. sports, trips, music, drama, etc.)
_____ Job fairs – students with disabilities included? Is it accessible? (Q7,8&9)
_____ Peer support/counseling /mentoring
_____ Referral to local and national disability organizations (Q8)
_____Registration assistance (e.g., admission or course registration)

Professional Development (Knowledge and Skills Development for Disability Accommodations) (Q4)

_____Disability awareness training
_____Disability fact sheets
_____Knowledge & Skills building for Staff and Faculty members
_____Other specify:_____

Equipment Adaptation (Q4)

_____ Adaptive furniture (e.g. adjustable tables)

4. Students with disabilities may face barriers in various aspects of the university experience—access to academic study, activities, university facilities, services, etc.

Does your office assist students with disabilities in any of the following (for example, through waivers, assistance in communicating with faculty, etc.):

Academic Activities (Q1 & Q4)

Academic advising
Registration
Course assignments
Course instructions
Course assessment/testing/examinations
Orientation to the university/colleges/labs/field work
Placement testing (e.g., specific exams to enter specific colleges)
Transfer (e.g., assistance in transferring to another university)

Student Life Activities (Q4 & Q8)

Campus transportation
Housing
Sport and recreational activities
Social activities

Global Questions

1. What are your biggest challenges to ensure the provision of quality services to students with disabilities?
2. Is there any other information you would like to provide regarding the services provided to students with disabilities at your university/college? Are there examples of supports that you would like to provide?

1.9 Protocol for Key Informant Interview of Director of Library Services

Introduction
Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of Institution:
Brief Description of Mission of Government Agency:
Gender: ___ Female _____ Male
Title:

1. Do you provide special services for Students with disabilities? If yes, what types of services you provide for which disabilities (e.g. book retrieval)? (Q4)
2. How many Students with disabilities currently registered in the library's database by types of disabilities and gender? (Q4) +(Q5)
3. Do you provide staff training on disability accommodations (e.g. Sign language interpreters, braille transcribers)? (Q4)
4. Do you include students with disabilities in the library's general orientation tours? If yes, what measures do you take to ensure the tour is accessible to these students (e.g. sign language interpreters, ……? (Q4)
5. Is the library website and OPAC search accessible for users with screen readers, or low vision? i.e., color contrast, larger font, etc. (Q4)
6. Is the E library resource accessible? i.e., accessible full text E-journals/books etc. (Q4)
7. Is the library physically accessible? Doorways, lighting, bathrooms, book shelving and reading areas, etc. (Q4)
8. What are the biggest challenges you have to ensure access to the library services for students with disabilities (e.g. scanners, staffing, etc.)? (Q1)
9. What do you need to improve services to students with disabilities? (Q1 & 3)

1.10 Protocol for Key Informant Interview with Engineering Department at Universities and/or Technical Colleges

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of University/Faculty or Department:
Gender: ___ Female _____ Male
Title:

1. What are the responsibilities of the Engineering department? Is it the main/sole entity responsible for the decision-making process with respect to Construction and renovation of University and Faculties' buildings & facilities? (Q4)
2. To what extent is the university campus physically accessible (according to the Egyptian Construction Code) for students with mobility and sensory disabilities? (Q4) Are there any accessibility standards followed by the university?
    a. Entrance
    b. Internal Routes
    c. Elevators
    d. Bathrooms
    e. Auditorium lecture halls (under assembly area in the ADA)
    f. Emergency Evacuation Plan
3. Is the Egyptian Construction code considered while establishing new buildings/facilities? If not, why? (Q4)
4. Is it obligatory to follow the Egyptian Construction Code? Is there any sort of inspection done by the relevant government authority to ensure meeting the accessibility standards? (Q4) (Q1B) and (Q1C)
5. Are there any related internal university regulations/standards/ guidelines/ policies on physical accessibility? If yes, please provide a copy. (Q4) (Q1B) and (Q1C)
6. Are there any regular/frequent checks and maintenance done by the Engineering department/unit? If yes, how frequent are they? (Q1) and (Q4)
7. Are there any measures undertaken for accessibility barrier removal of existing buildings? If yes, what are they? How were they initiated? (Q1) and (Q4)
8. Have you received any requests to improve the level of accessibility of the university campus and related facilities? Who did the request? (Students with disabilities; NGOs, etc.)? Do you have any direct interaction with students with disabilities? In case yes, can you explain what was the process (decision making, entities involved, etc.) and how it was implemented? (Q1) and (Q4)
9. Is there a plan with specific time timeline to improve the physical accessibility of university campus and related facilities? (Q1) and (Q4) if yes, how it is prepared? And can you kindly give us a copy (if did not agree we can ask about the main highlights and aspects it consider) (Q1) and (Q4)
10. In your perspective, what are the major/most important challenges with respect to improving the accessibility of University Campus and existing facilities? (Q1) and (Q4)
11. What is the type of support needed to work on barrier removal and enhancing the accessibility of existing facilities? (Q1) and (Q4)
12. What do you think are the actions needed to ensure the consideration of accessibility standards in the future (e.g. renovation/expansion)? (Q1) and (Q4)

Points to Consider:

- Check if the entity/people in charge are the same at both the University and Faculty levels. Same applies for accommodation (el madina el gamiaha) and if it is a separate management. (Al Haiah el Handsia le gamat el kahera)

- **Accessibility Audit:** the 15 pages checklist is feasible to be applied. Most important priorities were suggested as follows: Entrance, internal routes, elevators, bathrooms, assembly area (for lecture halls).

- Surrounding areas (outside Cairo University) is the Responsibility of el Hay and governorate and not university.

1.11 Protocol for Key Informant Interview for Focal Point of University and/or Technical College Career Development Centers

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Key Informant:
Name of Institution:
Brief Description of Mission:
Gender: ____ Female _____ Male
Title:

1. Is the CDC or equivalent (as applicable) physically accessible?
2. When established?
3. What services do you provide?
4. Are students with disabilities using your services?
    a. Students with visual impairment
    b. Students with hearing impairment
    c. Students with physical disabilities
5. Mainly women or men with disabilities (estimated percentage)_____?
    a. IF YES, can you provide estimates/percentage of people with disabilities served? (Do they keep records)?
6. Have you needed to provide any disability accommodations or supports for students to use your services? IF YES, what type of support? (e.g. physical access modifications, accessible materials, sign language interpreter)?
    7. Do you provide disability specific career development opportunities:
    a. Internships FOR students with disabilities?
8. Name any challenges or barriers that students with disabilities may face in accessing your services (try to obtain their own understanding/knowledge) (challenges relating to culture, gender, social, geography, etc.)?
9. Do women with disabilities face additional barriers in career development? (Do they face more barriers than men with disabilities in employment)?
    a. Do women with disabilities face additional barriers on account of gender and disability working in combination (disability + gender creates a unique barrier/experience of discrimination)?
10. What are the biggest challenges that career development offices/focal points face in assisting students with disabilities to **obtain employment**?
11. What recommendations do you have for improving the accessibility of career development? What would help universities to improve the accessibility of students with disabilities? (Q4) How would you prioritize the needs based on your knowledge or experience? (Q4)
12. Is there anything else you would like to share about the role of your organization in supporting persons with disabilities, especially students with disabilities in higher education?

1.12 Protocol for Key Informant Interviews and/or Group Discussions with Students with Disabilities

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Request that participants provide verbal consent prior to both interviews and/or group discussions. Also ask for their permission to record, take notes and photograph. Report number of males and females attending.

General Questions

1. Could every one introduce himself/herself, his/her name, his faculty and major, his impairment, his year of education? (Do a round)
2. Why did you choose that major? (To know if this was the major he wanted to be admitted in) (Do a round) (Q1)
3. Could you tell me what you consider important about your overall experience as a disabled student in the university? (Timed allowed depends on number of students attending)

(Based on what participants mention as important aspects of their experiences; start discussions addressing the main points one by one)

Admissions (Q1 & Q4)

4. What is your experience in applying to university? (How did you apply? Did you face any difficulties? Are there any particular measures that the university takes to facilitate the process?)
5. To what extent did you have the chance to select the faculty and major/course that you wished to study?
6. Did you register as a disabled student when you came to your university/faculty?
7. How do you grade the process of admission? (Q2)
   a) Satisfactory

b) Non-satisfactory

Academic Learning Experience (Q1 & Q4)

8. What types of services do you use to assist you for learning? and how often have you used them?
9. Do you pay money to receive your university-based disability support, and if yes, how much are you paying for each service? Is there any contribution from the university?
10. Are the university staff, including lecturers and instructors, aware and qualified enough to deal with your disability? Do you have usual contact with your professors/ lecturers for assistance e.g. asking them to receive materials in an accessible format? If not, why not?
11. Have you suggested any recommendations to your university to improve the disability learning services, and if so, has there been any response? Please give an example.
12. Has the university taken any measures to support your academic learning experience? (e.g. Different by-laws for your disability)
13. How do you grade the academic services you receive?
    a. Satisfactory
    b. Non-satisfactory
14. What are the "disability related" academic barriers that hinder your ability to have equal access to the education services? (Q2)
    a) Lecturers; satisfactory or non-satisfactory?
    b) Materials; satisfactory or non-satisfactory?
    c) Teaching methods; satisfactory or non-satisfactory?
    d) Exams satisfactory or non-satisfactory?

e) Others

Extra-curricular / Social/ Recreational Activities (Q1 & Q4)

15. Do you participate in the activities that your university introduces? If not, why not? And if yes could you give me one example? How accessible was this activity to you?
16. What other activities would you want to join?

Social Barriers and Inclusion (Attitudes/Practices) (Q1 & Q4)

17. What is your experience of social and academic interaction with the following groups on campus? Do you face challenges? What are the most important challenges? (Satisfactory/ non-satisfactory)
    a. Deans administration; satisfactory or non-satisfactory?
    b. Faculty Staff; satisfactory or non-satisfactory?
    c. Colleagues; satisfactory or non-satisfactory?

Accessibility (Q1 & Q4)

18. How do you go to your college/university? Do you face any difficulties? What are they? (Geographical accessibility)
19. How do you move around in college/university? Do you face any difficulties? What are they? (Physical accessibility)
20. How do you access different facilities (class rooms, bathrooms, etc. in your college/university? Do you face any difficulties? What are they?
21. What are the facilities you are actually using? What are the facilities that you cannot access? What are the facilities that you need but do not exist?
22. How do you access information related to the course work, different activities and events in the university? Do you use online learning system? Are these accessible enough to use them? Do you face any difficulties in accessing such information? What are they? (Information accessibility)

IT Services

23. Do you use the university's website? How would you rate the accessibility of these website? (Satisfactory, Not Satisfactory)
24. Did you receive any training on these websites?
25. Do you know of any E-Learning services that the university provides? If not, Do you think that this will be beneficial for you/ or more suitable to your kinds of disability?

Concluding Questions

26. What are the biggest challenges facing you as a student with disability?
27. What do you need to in order to have better access for quality education? (List and rank your needs/ demands)

1.13 Protocol for Key Informant Interviews/Group Discussions with University and/or Technical College Faculty and Staff

Introduction
Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information
Name of Institution:

This group discussion / interview aims at identifying the experiences of university faculty members when teaching students with disabilities, focusing on the teachers' perceptions about including students with disabilities in their classes.
Target group:

1. Teachers in departments that have students with disabilities
2. Teachers in majors where no students with disabilities are accepted
3. Teachers in disability related fields/majors
4. Teachers in media related fields and personnel working in the public relations office at the universities.

- Name:
- Major:
- Faculty/department:

1. Do you have any written policies - materials relating to disability that we should review? (by-laws for course work and exams) (Q4&1B, 1C)

2. Do you have students with disabilities in your class, if yes; specify the average number, type of disability and gender if no, please go to question 14. (Q1)

3. What is the highlight of your experiences teaching students with disabilities, specify the challenges&/or successes, give examples? (Q1B, 2&4)

4. In case of facing any challenges, did you seek assistance from the university disability office or other resources in accommodating students with disabilities? If yes, give example **(Q4&8)**

5. Is accommodating student with disabilities a requirement or an option for individual faculty members. Give example please. **(Q4)**

6. Do you make any modifications to your curriculum to accommodate for students with disabilities e.g.? **Count (Q4)**
    - In class adjustments (provide texts/lectures in accessible formats such as providing illustration or audio description to pictures/ provide video captioning to audio materials)
    - Alternative Exam formats
    - Sign Language Interpreters
    - Braille Services
    - Note takers
    - Readers
    - Provide accessible electronic copies of your lectures/books
    - Tape recorders

- out of class assistance to students with disabilities

7. State the reasons why a student with disability might not be accepted in your department? (Q1)

8. Do you have any recommendations to improve learning experiences of students with disabilities? (Q4)

1.14 Protocol for Group Interviews with Disability Person Organizations

Introduction
Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Background Information

Name of Organization:
Brief Description of Mission:
Gender: ___ Female _____ Male
Titles:

1. Could you **introduce** yourself, your type of disability and name of your DPO? (gender) **(Q8&5)**
2. What is the **number** of PWD members of the DPO (males and females)? Do they have one particular or different types of disabilities? Are there non-disabled members? **(Q8&5)**
3. Are there **DPO members** who are university **graduates**? How many? What are their majors? **(Q1, 8&5)**
4. What is the number of members of the board (males and females)? How many of them are PWD? Do they have one particular or different type of disabilities? **(Q1, 8&5)**
5. Are there **board members** who are university graduates? How many? What are their majors? **(Q1, 8&5)**
6. When was your DPO registered? Does the story behind the start of your DPO **relate** to higher education? **(Q1)**
7. Has your DPO conducted any **activities/initiatives** with **universities/students** with disability to support inclusive quality higher education? If yes, please describe those activities. **(Q4&8)**
8. What do you see as the biggest barriers for students with disabilities transitioning to higher education? **(Q1)**
9. Does your DPO have regular **connections/communication** with students with disability? If yes, please describe. **(Q8)**
10. What are the main **achievements/successes** of your DPO relevant to higher education and support of students with disability? **(Q4&8)**
11. As a PWD activist, what are the main **challenges/barriers** that PWD meet in higher education? **(Q1)**
12. As a PWD activist, what are the main **recommendations** that can support PWD to have an accessible and inclusive environment in higher education? **(Q4&8)**
13. Considering that there is an available fund, what is your **priority** intervention to support the sustainable accessibility environment in the Universities. **(Q4&8)**

1.15 Website and Online Learning Accessibility Protocol

The website and online learning accessibility team (Allison, Mostafa, Heba, Janet) will undertake an audit of all university/technical college websites in accordance with the following protocol, as well as online learning if applicable.

Background: Technology has fundamentally changed the higher education system around the world. While the provision of instructional materials in print is inherently inaccessible to print disabled students, technology offers the opportunity to expand the circle of participation. In many instances, the scope of instructional materials beyond print used at institutions of higher education has expanded. It is increasingly commonplace that curricular content is available in digital books, PDFs, and webpages, and most of this content is delivered through digital databases, learning management systems, and applications.

Critical information needed by students to fully access academic and extracurricular programming, as well as university procedures and other important information is provided online, on the university webpage.

Technology can – but need not - present insurmountable barriers to education for university students. Often, universities use inaccessible technology (such as inaccessible websites, PDFs, video) when advancing planning could have ensured that accessibility was achieved for all. Typically, inaccessible systems are created and then modified with the development of another version for blind students (e.g., scanned book, digital book, Braille), usually weeks or even months into class, creating a "separate-but-equal" landscape with nearly impenetrable barriers.

Institutions of higher education need help to identify accessible material and comply with nondiscrimination standards. The Convention on the Rights of Persons with Disabilities makes clear that universities (and schools at all levels) must provide equal access, and that includes the use of accessible technologies. In the five years since, over a dozen institutions have faced legal action for using inaccessible technology and complaints are on the rise (National Federation of the Blind. "The Accessible Instructional Materials in Higher Education (AIM-HEA) Act." Last modified December, 2015. https://nfb.org/TEACH).

Accessibility solutions are available, but guidelines are needed to guide the market. Equal access requirements have no criteria for accessibility that universities can use when selecting technology. Innovations in text-to-speech, refreshable Braille, and other accessibility features are available, but developers and manufacturers will incorporate only solutions that are demanded by the market. Accessibility guidelines are needed so that schools can streamline demand, stimulate the market, and better identify accessible material.

Standards: The Protocol for assessing website content accessibility is drawn from the prevailing, internationally recognized standard, the Web Content Accessibility Guidelines (WCAG) 2.0. WCAG 2.0 defines how to make Web content more accessible to people with disabilities.

Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities. Although these guidelines cover a wide range of issues, they are not able to address the needs of people with all types, degrees, and combinations of disability. These guidelines also make Web content more usable by older individuals with changing abilities due to aging and often improve usability for users in general.

The Protocol will draw from the several layers of guidance in the standards, including overall principles, general guidelines, testable success criteria, among other components. Primary attention will be given to the four principles that provide the foundation for Web accessibility: perceivable, operable, understandable, and robust and the accompanying 12 guidelines providing the basic goals for making content more accessible to users with different disabilities.

Key Facets of Review: The audit will begin with the main university webpage, the primary entry point to the university's website. Thereafter, the auditor will attempt to access 5 pages via links. This will include links to the following types of information:

- Academic Programs
- Information on Disability Support Services
- Information on university clubs
- Information on university sports
- Information on university art programs (e.g., cinema, plays, music)

Is the website:

◯ Easily navigable utilizing screen reading technology?

◯ Easily navigable using Zoom text technology?

Does the website have:

O Text descriptions of graphics or pictures?

O Equivalent alternatives for information presented in audio or video?

O Online forms that can be filled out using assistive technology?

Does the website:

- Make all functionality available from a keyboard.
- Provide users enough time to read and use content.

OTHER CHECKLISTS BELOW IN CASE ADDITIONAL ELEMENTS ARE NEEDED

WCAG 2.0 Guidelines

- 1 Perceivable
  - 1.1 Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.
  - 1.2 Provide alternatives for time-based media.
  - 1.3 Create content that can be presented in different ways (for example simpler layout) without losing information or structure.
  - 1.4 Make it easier for users to see and hear content including separating foreground from background.
- 2 Operable
  - 2.1 Make all functionality available from a keyboard.
  - 2.2 Provide users enough time to read and use content.
  - 2.3 Do not design content in a way that is known to cause seizures.
  - 2.4 Provide ways to help users navigate, find content, and determine where they are.
- 3 Understandable
  - 3.1 Make text content readable and understandable.
  - 3.2 Make Web pages appear and operate in predictable ways.
  - 3.3 Help users avoid and correct mistakes.
- 4 Robust
  - 4.1 Maximize compatibility with current and future user agents, including assistive technologies.

WCAG 2.0 checklist Level A (Beginner)

Guideline	Summary
1.1.1 – Non-text Content	Provide text alternatives for non-text content
1.2.1 – Audio-only and Video-only (Pre-recorded)	Provide an alternative to video-only and audio-only content
1.2.2 – Captions (Pre-recorded)	Provide captions for videos with audio
1.2.3 – Audio Description or Media Alternative (Pre-recorded)	Video with audio has a second alternative
1.3.1 – Info and Relationships	Logical structure
1.3.2 – Meaningful Sequence	Present content in a meaningful order
1.3.3 – Sensory Characteristics	Use more than one sense for instructions
1.4.1 – Use of Color	Don't use presentation that relies solely on colour
1.4.2 – Audio Control	Don't play audio automatically
2.1.1 – Keyboard	Accessible by keyboard only
2.1.2 – No Keyboard Trap	Don't trap keyboard users
2.2.1 – Timing Adjustable	Time limits have user controls
2.2.2 – Pause, Stop, Hide	Provide user controls for moving content
2.3.1 – Three Flashes or Below	No content flashes more than three times per second
2.4.1 – Bypass Blocks	Provide a 'Skip to Content' link
2.4.2 – Page Titled	Use helpful and clear page titles
2.4.3 – Focus Order	Logical order
2.4.4 – Link Purpose (In Context)	Every link's purpose is clear from its context

3.1.1 – Language of Page	Page has a language assigned
3.2.1 – On Focus	Elements do not change when they receive focus
3.2.2 – On Input	Elements do not change when they receive input
3.3.1 – Error Identification	Clearly identify input errors
3.3.2 – Labels or Instructions	Label elements and give instructions
4.1.1 – Parsing	No major code errors
4.1.2 – Name, Role, Value	Build all elements for accessibility

1.16 Currently Enrolled/Graduated Students with Disabilities Paper and Pencil/ Online Survey

Welcome to the survey and thank you for you valued contributions to the needs assessment of "People with Disabilities in Egyptian Public Higher Education".

You have been asked to participate in this survey because you are considered a key stakeholder in matters related to persons with disabilities within the Egyptian public university and/or regional technical college higher education system.

At the request of the Government of Egypt, the USAID Office of Education and Health is funding a nationwide needs assessment of the current status of the persons with disabilities to better understand the educational needs of students with disabilities and corresponding support services that public higher education institutions either provide or are needed to accommodate these students. USAID/Egypt has contracted the assessment team, through the Services to Improve Performance Management, Enhance Learning and Evaluation (SIMPLE) Project, to conduct this assessment.

Your participation in this survey is very important as your response will inform the findings, conclusions and recommendations of the assessment team that may result in a future USAID-funded program designed to support public universities and technical colleges in the upgrade of facilities and services to meet the needs of students with sensory and physical disabilities through the promotion of inclusive education best practices that address their special needs.

This survey is anonymous and should take between 10 and 15 minutes to complete. The results of this study will be used for research purposes only. Results will be shared with host universities and technical colleges, key stakeholder governmental agencies, disabled persons' organizations, and relevant non-governmental organizations. Results and will also be available for public access and use. Your participation is entirely voluntary, however, the success of this nationwide assessment will be largely dependent upon your support.

Thank you for your valued contribution to this important initiative.

Note: The survey will be administered to currently enrolled students with disabilities as a paper and pencil survey and will be posted to the internet on Survey Monkey as an on-line survey for graduated students with disabilities.

Gender

- o Female
- o Male

Disability

- o Physical
- o Hearing
- o Visual
- o Other

Name of Institution _____

Field of Study _____

- o Public
  - o University
  - o Technical college
- o Private

Are you:

- o Currently Enrolled
- o Graduated

Getting to Campus

1. Is transport a significant problem in getting to or from the campus?

- o Yes
- o No

In the affirmative, please specify:

2. Do any of the following present barriers for you in getting to campus? Check all that apply.

- o Cost
- o Finding accessible transport
- o Obtaining assistance with transport

Around the Campus

1. Is moving around campus a problem for you?
- o Yes
- o No

In the affirmative, please specify:

Communications with Faculty/Staff

1. Is communication with faculty and/or staff a problem for you?
- o Yes
- o No

In the affirmative, please specify:

2. Is obtaining information you need as a student a problem for you?
- o Yes
- o No

In the affirmative, please specify:

Admission/Registration

1. Is admission/registration a problem for you?
- o Yes

- o No

  In the affirmative, please specify:

2. Did the institution allow you to enroll in your faculty of your choice?
   - o Yes
   - o No

   If no, was this due to your disability?
   - o Yes
   - o No

   In the affirmative, please specify:

Obtaining Books and Class Materials

1. Do you face barriers in obtaining books and materials in a format that you can use?

   - o Yes
   - o No

   If YES, is this due to (check all that apply)
   - o Cost of accessible format
   - o Needed format not available
   - o Lack of staff knowledge and/or skills to produce accessible formats
   - o Delay in obtaining accessible format

Getting to Classes and Extracurricular Activities

1. Do you face barriers in getting to class?
   - o Yes
   - o No

   If YES, is this due to (check all that apply)

   - o Physical barriers
   - o Communication barriers
   - o Campus transport not available

3. Do you face barriers in getting to extra-curricular activities?
   - o Yes
   - o No

   If YES, is this due to (check all that apply)

   - o Physical barriers
   - o Communication barriers
   - o Transport not available
   - o Distance between classes/activities

4. Are extracurricular activities separate for students with disabilities?
   - o Yes
   - o No

Participating in Class

1. Is taking notes a problem for you?
   - o Yes
   - o No

2. Is asking and/or answering questions (communication) a problem for you?
   - o Yes
   - o No

3. Is hearing the instructor a problem for you?
   - o Yes
   - o No

   If YES, is this due to (check all that apply)
   - No sign language interpreter
   - Sign language interpreter not well qualified
   - Cannot see sign language interpreter
   - Cannot sit close enough to hear lecturer

4. Is hearing and contributing to large group discussions a problem for you?
   - o Yes
   - o No

5. Is participating in laboratory or studio sessions and groups a problem for you?
   - o Yes
   - o No
   - o Not applicable for my program of study

Accessing Class Information

1. Is accessing class material a problem for you?
   - o Yes
   - o No

   - o If YES, is this due to (check all that apply)
   - o Textbooks
   - o Extra reading material

2. Are Computer presentations (e.g. PowerPoint) in the classroom a problem for you?
   - o Yes
   - o No

Online Accessibility

1. Is accessing University and Department websites a problem for you?
   - o Yes

- o No

2. Do you have problems accessing online materials/information for research?
   - o Yes
   - o No

   If YES, is this due to (check all that apply)
      - o Lack of available assistive technology through university
      - o Lack of assistive technology training by university

3. Did you take any online courses?
   - o Yes
   - o No

   If yes, did you face any barriers?
      - o Yes
      - o No

Assessments and Examinations

1. Is taking an examination a problem for you?
   - o Yes
   - o No

   If yes, this is due to (Check all that apply)
      - o Reader (for person with visual impairment) is unqualified
      - o Writing assistant is unqualified (e.g. makes spelling mistakes)
      - o Sign language interpreter is not available and/or not qualified
      - o Examination room is too loud

2. Do faculty modify the format of examinations for students with disabilities where needed?

   - o Yes
   - o No

   If yes, what format (check all that apply)
      - o Examination in electronic format
      - o Paper examination in Braille
      - o Multiple choice/short answer

Faculty

1. Are faculty knowledgeable about the accommodation needs for students with disabilities?
   - o Yes
   - o No

2. Are faculty attitudes to students with disabilities:
   - o Favorable
   - o Unfavorable

3. From your personal experience, are faculty willing to provide supports and accommodations to students with disabilities?
   - o Yes
   - o No

4. Do you believe there is a need for better communication between students with disabilities and faculty?

- o Yes
- o No

5. Would better communication between students with disabilities and faculty help you maximize your educational potential?

- o Yes
- o No

1.17 Needs Assessment of People with Disabilities in Egyptian Public Higher Education Survey Protocol for Faculty

Welcome to the survey and thank you for you valued contributions to the needs assessment of "People with Disabilities in Egyptian Public Higher Education".

You have been asked to participate in this survey because you are considered a key stakeholder in matters related to persons with disabilities within the Egyptian public university and/or regional technical college higher educational system.

At the request of the Government of Egypt, the USAID Office of Education and Health is funding a nationwide needs assessment of the current status of the persons with disabilities to better understand the educational needs of students with disabilities and corresponding support services that public higher education institutions either provide or are needed to accommodate these students. USAID/Egypt has contracted the assessment team, through the Services to Improve Performance Management, Enhance Learning and Evaluation (SIMPLE) Project, to conduct this assessment.

Your participation in this survey is very important as your response will inform the findings, conclusions and recommendations of the assessment team that may result in a future USAID-funded program designed to support public universities and technical colleges in the upgrade of facilities and services to meet the needs of students with sensory and physical disabilities through the promotion of inclusive education best practices that address their special needs.

This survey should take between 15 and 20 minutes to complete. The results of this study will be used for research purposes only. Anonymized results will be shared with host universities and technical colleges, key stakeholder governmental agencies, disabled persons' organizations, and relevant non-governmental organizations. Your participation is entirely voluntary, however, the success of this nationwide assessment will be largely dependent upon your support.

Thank you for your valued contribution to this important initiative.

This survey is intended for faculty members, INCLUDING, professors, lecturers, and teaching assistants.

Faculty's services:	Basic Information:
Name of university:	Faculty Name:
Gender:	Faculty:
Department:	Subject:

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1) Do you currently or have you in the past taught students with disabilities (physical, visual, hearing impairments)? If yes, what type (drop down menu)
    - Physical
    - Hearing
    - Visual
    - Other

Identify the three (3) **main barriers** for students with disabilities in Higher education. Within each of the three barriers selected, choose two (2) sub-categories of barriers.

1. **Admissions**
    - Restriction of university admission based on disability
    - Restricted choice of faculty and/or department
    - Non-adapted and inaccessible admission information
    - Non-adapted admission procedures (e.g., online forms are inaccessible)

2. **Negative attitudes of:**
    - Administration staff
    - Students without disabilities
    - Faculty members
    - Students with disabilities themselves

3. **Limited ability of students with disability in:**
    - Comprehending instructions
    - Communication with instructors
    - Manual note taking or computer use for note taking
    - Performing according to instructions given (e.g., homework & assignments)

4. **Physical accessibility measures**
    - Getting to the campus
    - Getting around the campus
    - Accessing bathrooms
    - Accessing sport and recreational facilities
    - Accessing library

5. **Lack of information access assistive measures:**
    - Sign Language Interpreters
    - Braille Services
    - Tape recorders and talking calculators
    - Specialized computer software & hardware, e.g., Computer screen reader, Computer text magnifiers, Adapted keyboards & mouse and large text caps on computers.

6. **Curriculum and teaching approaches:**
    - Curriculum cannot be adapted to meet needs of students with disabilities
    - Lack of specific knowledge and skills needed among instructors to adapt curriculum
    - Lack of specific knowledge and skills to use diverse teaching methods to meet needs of students with disabilities
    - Lack of accessible formats of course material (e.g., Digital textbooks, Braille, audio, captioning for Deaf and hard of hearing students)

7. **Examination/assessment:**
    - Examinations not available in alternative formats (e.g., Braille, online, large print)
    - Examination method not subject to modification (e.g., oral exam instead of written, multiple choice instead of essay)

- Examination procedures that cannot be modified (e.g., extending time or offering exam in alternative location)
- Examination assistance not available (e.g., reader or writer)

1.18 University Ranking Tool

Criteria/ Grading	1	2	3	OA[41]	H[42]	V[43]	P[44]
1) Favorability of institutional policies on disability inclusion	No disability policy or plans, no specific reference of disability in University plans or policy	Disability referenced in action plans or University policy	Disability policy or action plans exist				
2) Favorability of institutional physical infrastructure/facilities *(consider findings of accessibility audit tool)*	No accessibility measures are apparent or are minimally noted	Pathways, entrance, classroom, bathrooms and library are accessible but not recreation, leisure and food corners facilities	Pathways, entrance, classroom, bathrooms, recreation, leisure and food corners facilities are accessible				
3) Favorability of institutional practices on supporting students with disabilities and addressing their accommodation needs	No system for support, however there might be a designated disability focal point/ officer	A disability support office exists but is giving little support	A disability support office / officer exists and functioning and serving students with different disabilities (physical and sensory)				
4) Favorability of social environment for students with disabilities *(attitudes of students and faculty, accessibility of campus and information about all aspects of student life)*	Students with disabilities consider social environment as not favorable with negative attitudes and aspects of student life not accessible and not practiced	Students with disabilities consider social environment as not favorable with negative attitudes, however they practice/participate in some aspects of student life on an irregular basis	Students with disabilities consider social environment as favorable with positive attitudes and students with disability regularly participate in aspects of student life not accessible and not practiced				
5) Favorability of institutional IT accessibility *[consider*	University does not provide IT accessibility, Web site is not accessible for students with disability	University provides some IT accessibility, Web site is only partially accessible (for either visual or hearing disabilities)	University provides IT accessibility, Web site is accessible for persons with				

[41] OA refers to overall ranking for the assessment without disaggregation on the basis of disability.
[42] H refers to the ranking of the university in relation to its accessibility to students with hearing impairment, weighted with priority for #.
[43] V refers to the ranking of the university in relation to its accessibility to students with visual impairment. weighted with priority for #.
[44] P refers to ranking of the university in relation to its accessibility to students with physical, especially mobility, impairment. weighted with priority for #.

Criteria/ Grading	1	2	3	OA[41]	H[42]	V[43]	P[44]
the findings of the IT audit team]			disabilities (especially sensory disabilities)				
6) Favorability of institutional hiring practice of persons with disabilities (faculty and staff	The number of PWD hired constitutes less than 5% of the total number of employees and hiring practice is not disability accommodating	The number of PWD hired constitutes 5% of the total number of employees but hiring practice is not specifically disability accommodating	The number of PWD hired constitutes 5% or more of the total number of employees and hiring practice is specifically disability accommodating for different types of.				
7) Favorability of institutional practices on admitting, retaining, graduating students with disabilities	Admissions process is inaccessible; students with disability do not regularly complete their program/ graduate	Admissions process is not especially accessible; however students with disabilities complete their studying years and graduate successfully	Admissions process is accessible; students with disabilities complete their studying years and graduate successfully.				
8) Favorability of institution's accessibility of academic programs (equality of access to academic programs/colleges, course materials, course instruction, course assessment, lab/field work)	Students with disabilities do not have equal access neither to academic faculties/ department nor to course materials, course instruction, course assessment, lab/field work)	Students with disabilities do not have equal access to academic faculties/department, however, when admitted they have access to course materials, course instruction, course assessment, lab/field work)	Students with disabilities have equal access to academic programs/ colleges, course materials, course instruction, course assessment, lab/field work)				
9) Favorability of faculty/staff knowledge and attitudes about disability and disability supports	Faculty/staff possess no or little knowledge and have negative attitudes about disability and disability supports	Faculty/ staff have positive attitudes but possess limited knowledge about disability and disability supports	Faculty/staff possess knowledge and have positive attitudes about disability and disability supports				
10) Favorability of institution's extra-curricular programs for	The university does not have extra-curricular programs accessible for	The university does not have extra-curricular programs accessible for students with	The university has extra-curricular programs accessible				

Criteria/ Grading	1	2	3	OA[41]	H[42]	V[43]	P[44]
students with disabilities (clubs, trips, events, sports, arts, student unions	students with disability, they do not participate in programs	disability; however, some of students with disability participate in some programs on irregular basis	for students with disability, students with disability regularly participate in some programs				

1.19 Barrier Removal Checklist - Physical Accessibility Assessments

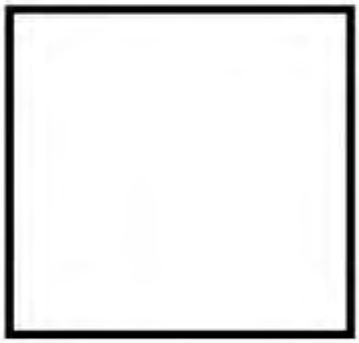
On each Field team, an Accessibility Specialists will conduct a detailed physical accessibility assessment at each of the university sites. These members have primary responsibility for the assessments, Other members of the field teams will be responsible for capturing observable physical barriers where possible and photographing where possible in order to provide additional data and for verification.

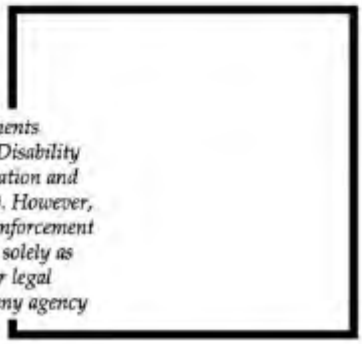
Disabled peoples' organizations and development projects working on physical accessibility routinely use internationally accepted standards, and in particular, they assess physical access to the built environment according to standards developed in accordance with the US Architectural Barriers Act, the Americans with Disabilities Act (ADA), together with the Egyptian Building Code. Put simply, physical access includes barrier free entry to a building, a room, and physical space or area. Assessment issues commonly include such issues as: Can one enter the building? Can one navigate the building? Can one use signs to get where s/he wants to? Can one get around using a wheelchair? Can one get through doors? The specific tool we will be using is a modified **ADA Barrier Removal Checklist** which is most relevant for the Egyptian context and corresponds to the timeline for this project.

Checklist for Existing Facilities version 2.1

The Americans with Disabilities Act
Checklist for Readily Achievable Barrier Removal

August 1995





ADA
TITLE III
COMPLIANCE MATERIALS

To obtain additional copies of this **checklist,** *contact your Disability and Business Technical Assistance Center. To be automaticallly connected to your regional center, call* **1-800-949-4ADA**. *This* **checklist** *may be copied as many times as desired by the Disability and Business Technical Assistance Centers for distribution to small businesses but may not be reproduced in whole or in part and sold by any other entity without written permission of Adaptive Environments, the author.*

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Checklist for Existing Facilities version 2.1

Introduction

Title III of the **Americans with Disabilities Act** requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "...Such a plan...could serve as evidence of a good faith effort to comply...."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability... Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

Priority 1: Accessible **approach and entrance**
Priority 2: Access to **goods and services**
Priority 3: Access to **rest rooms**
Priority 4: Any **other measures** necessary

Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.

✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. ***Be sure to record all dimensions!*** As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol. Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that *are* readily achievable.

✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.

✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.

✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.

QUESTIONS		POSSIBLE SOLUTIONS
Priority 1 Accessible Approach/Entrance People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.	**Yes No**	
Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7) Is there a route of travel that does not require the use of stairs?	☐ ☐	☐ Add a ramp if the route of travel is interrupted by stairs. ☐ Add an alternative route on level ground.
Is the route of travel stable, firm and slip-resistant?	☐ ☐	☐ Repair uneven paving. ☐ Fill small bumps and breaks with beveled patches. ☐ Replace gravel with hard top.
Is the route at least 36 inches wide?	☐ ☐ ☐ width	☐ Change or move landscaping, furnishings, or other features that narrow the route of travel. ☐ Widen route.
Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane? **In order to be detected** using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.	☐ ☐ ☐ distance from wall/ height	☐ Move or remove protruding objects. ☐ Add a cane-detectable base that extends to the ground. ☐ Place a cane-detectable object on the ground underneath as a warning barrier.
Do curbs on the route have curb cuts at drives, parking, and drop-offs?	☐ ☐	☐ Install curb cut. ☐ Add small ramp up to curb.
Ramps (ADAAG 4.8) Are the slopes of ramps no greater than 1:12? **Slope is given as a ratio of the height to the length.** 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, **at least** one foot of ramp length is needed for each inch of height.	☐ ☐ ☐ slope	☐ Lengthen ramp to decrease slope. ☐ Relocate ramp. ☐ If available space is limited, reconfigure ramp to include switchbacks.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Ramps, continued Do all ramps longer than 6 feet have railings on both sides?	☐	☐	☐ Add railings.
Are railings sturdy, and between 34 and 38 inches high?	☐	☐	☐ Adjust height of railing if not between 30 and 38 inches. ☐ Secure handrails in fixtures.
	height		
Is the width between railings or curbs at least 36 inches?	☐	☐	☐ Relocate the railings. ☐ Widen the ramp.
	width		
Are ramps non-slip?	☐	☐	☐ Add non-slip surface material.
Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?	☐	☐	☐ Remodel or relocate ramp.
	length		
Does the ramp rise no more than 30 inches between landings?	☐	☐	☐ Remodel or relocate ramp.
	rise		
Parking and Drop-Off Areas (ADAAG 4.6) Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG): **Total spaces** — **Accessible** 1 to 25 — 1 space 26 to 50 — 2 spaces 51 to 75 — 3 spaces 76 to 100 — 4 spaces	☐	☐	☐ Reconfigure a reasonable number of spaces by repainting stripes.
	number of accessible spaces		
	Note widths of existing accessible spaces:		
Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans? **At least one of every 8 accessible spaces** must be van-accessible (with a minimum of one van-accessible space in all cases).	☐	☐	☐ Reconfigure to provide van-accessible space(s).
	width / vertical clearance		

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Parking and Drop-Off Areas, continued			
Are the access aisles part of the accessible route to the accessible entrance?	☐	☐	☐ Add curb ramps. ☐ Reconstruct sidewalk.
Are the accessible spaces closest to the accessible entrance?	☐	☐	☐ Reconfigure spaces.
Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?	☐	☐	☐ Add signs, placed so that they are not obstructed by cars.
Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?	☐	☐	☐ Implement a policy to check periodically for violators and report them to the proper authorities.
Entrance (ADAAG 4.13, 4.14, 4.5) If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance? **Do not use a service entrance as the accessible entrance** unless there is no other option.	☐	☐	☐ If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.
Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?	☐	☐	☐ Install signs before inaccessible entrances so that people do not have to retrace the approach.
Can the alternate accessible entrance be used independently?	☐	☐	☐ Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.
Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?	☐ ☐ clear opening		☐ Widen the door to 32 inches clear. ☐ If technically infeasible, widen to 31-3/8 inches minimum. ☐ Install offset (swing-clear) hinges.
Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle? **A person using a wheelchair** or crutches needs this space to get close enough to open the door.	☐ ☐ clear space		☐ Remove or relocate furnishings, partitions, or other obstructions. ☐ Move door. ☐ Add power-assisted or automatic door opener.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Entrance, continued			
Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?	☐ ☐ height		☐ If there is a single step with a rise of 6 inches or less, add a short ramp. ☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.
If provided, are carpeting or mats a maximum of 1/2-inch high?	☐ ☐ height		☐ Replace or remove mats.
Are edges securely installed to minimize tripping hazards?	☐	☐	☐ Secure carpeting or mats at edges.
Is the door handle no higher than 48 inches and operable with a closed fist? **The "closed fist" test for handles and controls:** Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.	☐ ☐ height		☐ Lower handle. ☐ Replace inaccessible knob with a lever or loop handle. ☐ Retrofit with an add-on lever extension.
Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for *interior* doors)? **You can use an inexpensive force meter or a fish scale** to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.	☐ ☐ force		☐ Adjust the door closers and oil the hinges. ☐ Install power-assisted or automatic door openers. ☐ Install lighter doors.
If the door has a closer, does it take at least 3 seconds to close?	☐ ☐ seconds		☐ Adjust door closer.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Priority 2 Access to Goods and Services Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.			
Horizontal Circulation (ADAAG 4.3) Does the accessible entrance provide direct access to the main floor, lobby, or elevator?	☐	☐	☐ Add ramps or lifts. ☐ Make another entrance accessible.
Are all public spaces on an accessible route of travel?	☐	☐	☐ Provide access to all public spaces along an accessible route of travel.
Is the accessible route to all public spaces at least 36 inches wide?	☐	☐ ____ width	☐ Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.
Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?	☐	☐ ____ width	☐ Rearrange furnishings, displays, and equipment.
Doors (ADAAG 4.13) Do doors into public spaces have at least a 32-inch clear opening?	☐	☐ ____ clear opening	☐ Install offset (swing-clear) hinges. ☐ Widen doors.
On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door?	☐	☐ ____ clear space	☐ Reverse the door swing if it is safe to do so. ☐ Move or remove obstructing partitions.
Can doors be opened without too much force (5 lbf maximum for interior doors)?	☐	☐ ____ force	☐ Adjust or replace closers. ☐ Install lighter doors. ☐ Install power-assisted or automatic door openers.
Are door handles 48 inches high or less and operable with a closed fist?	☐	☐ ____ height	☐ Lower handles. ☐ Replace inaccessible knobs or latches with lever or loop handles. ☐ Retrofit with add-on levers. ☐ Install power-assisted or automatic door openers.
Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?	☐	☐ ____ height	☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp. ☐ If between 1/4- aand 3/4-inch high, add bevels to both sides.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Rooms and Spaces (ADAAG 4.2, 4.4, 4.5) Are all aisles and pathways to materials and services at least 36 inches wide?	☐	☐ width	☐ Rearrange furnishings and fixtures to clear aisles.
Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?	☐	☐ width	☐ Rearrange furnishings to clear more room.
Is carpeting low-pile, tightly woven, and securely attached along edges?	☐	☐	☐ Secure edges on all sides. ☐ Replace carpeting.
In circulation paths through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?	☐	☐ height/ protrusion	☐ Remove obstacles. ☐ Install furnishings, planters, or other cane-detectable barriers underneath.
Emergency Egress (ADAAG 4.28) If emergency systems are provided, do they have both flashing lights and audible signals?	☐	☐	☐ Install visible and audible alarms. ☐ Provide portable devices.
Signage for Goods and Services (ADAAG 4.30) Different requirements apply to different types of signs.			
If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?	☐	☐	☐ Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)
• Signs mounted with centerline 60 inches from floor.	Y ☐	N ☐ height	
• Mounted on wall adjacent to latch side of door, or as close as possible.	☐	☐	
• Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits).	☐	☐ character height	
• Brailled text of the same information.	☐	☐	
• If pictogram is used, it must be accompanied by raised characters and braille.	☐	☐	

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Directional and Informational Signage The following questions apply to directional and informational signs that fall under Priority 2.			
If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish? (letter height)	☐	☐	☐ Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish.
Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)	☐	☐	☐ Review requirements and replace signs as needed.
Controls (ADAAG 4.27) Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height? (height) **Reach ranges:** The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.	☐	☐	☐ Relocate controls.
Are they operable with a closed fist?	☐	☐	☐ Replace controls.
Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2) Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide? (width)	☐	☐	☐ Rearrange chairs or tables to provide 36-inch aisles.
Are the spaces for wheelchair seating distributed throughout?	☐	☐	☐ Rearrange tables to allow room for wheelchairs in seating areas throughout the area. ☐ Remove some fixed seating.
Are the tops of tables or counters between 28 and 34 inches high? (height)	☐	☐	☐ Lower part or all of high surface. ☐ Provide auxiliary table or counter.
Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep? (height / width / depth)	☐	☐	☐ Replace or raise tables.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Seats, Tables, and Counters, continued At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?	☐	☐ height	☐ Provide a lower auxiliary counter or folding shelf. ☐ Arrange the counter and surrounding furnishings to create a space to hand items back and forth.
Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?	☐	☐ height	☐ Lower section of counter. ☐ Arrange the counter and surrounding furnishings to create a space to pass items.
Vertical Circulation (ADAAG 4.1.3(5), 4.3) Are there ramps, lifts, or elevators to all public levels?	☐	☐	☐ Install ramps or lifts. ☐ Modify a service elevator. ☐ Relocate goods or services to an accessible area.
On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?	☐	☐	☐ Post clear signs directing people along an accessible route to ramps, lifts, or elevators.
Stairs (ADAAG 4.9) The following questions apply to stairs connecting levels *not* serviced by an elevator, ramp, or lift.			
Do treads have a non-slip surface?	☐	☐	☐ Add non-slip surface to treads.
Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?	☐	☐	☐ Add or replace handrails if possible within existing floor plan.
Elevators (ADAAG 4.10) Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?	☐	☐	☐ Install visible and verbal or audible signals.
Are the call buttons in the hallway no higher than 42 inches?	☐	☐ height	☐ Lower call buttons. ☐ Provide a permanently attached reach stick.
Do the controls inside the cab have raised and braille lettering?	☐	☐	☐ Install raised lettering and braille next to buttons.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Elevators, continued Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?	☐	☐	☐ Install tactile signs to identify floor numbers, at a height of 60 inches from floor.
If an emergency intercom is provided, is it usable without voice communication?	☐	☐	☐ Modify communication system.
Is the emergency intercom identified by braille and raised letters?	☐	☐	☐ Add tactile identification.
Lifts (ADAAG 4.2, 4.11) Can the lift be used without assistance? If not, is a call button provided?	☐	☐	☐ At each stopping level, post clear instructions for use of the lift. ☐ Provide a call button.
Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?	☐	☐ clear space	☐ Rearrange furnishings and equipment to clear more space.
Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?	☐	☐ height	☐ Move controls.

Priority 3

Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

Getting to the Rest Rooms (ADAAG 4.1) If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?	☐	☐	☐ Reconfigure rest room. ☐ Combine rest rooms to create one unisex accessible rest room.
Are there signs at inaccessible rest rooms that give directions to accessible ones?	☐	☐	☐ Install accessible signs.
Doorways and Passages (ADAAG 4.2, 4.13, 4.30) Is there tactile signage identifying rest rooms? **Mount signs on the wall**, on the latch side of the door, complying with the requirements for permanent signage. Avoid using ambiguous symbols in place of text to identify rest rooms.	☐	☐	☐ Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself).

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Doorways and Passages, continued Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?	☐	☐	☐ If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.
Is the doorway at least 32 inches clear?	☐	☐ clear width	☐ Install offset (swing-clear) hinges. ☐ Widen the doorway.
Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less?	☐	☐ height	☐ Lower handles. ☐ Replace knobs or latches with lever or loop handles. ☐ Add lever extensions. ☐ Install power-assisted or automatic door openers.
Can doors be opened easily (5 lbf maximum force)?	☐	☐ force	☐ Adjust or replace closers. ☐ Install lighter doors. ☐ Install power-assisted or automatic door openers.
Does the entry configuration provide adequate maneuvering space for a person using a wheelchair? **A person in a wheelchair** needs 36 inches of clear width for forward movement, and a 5-foot diameter or T-shaped clear space to make turns. A minimum distance of 48 inches clear of the door swing is needed between the two doors of an entry vestibule.	☐	☐ clear width	☐ Rearrange furnishings such as chairs and trash cans. ☐ Remove inner door if there is a vestibule with two doors. ☐ Move or remove obstructing partitions.
Is there a 36-inch-wide path to all fixtures?	☐	☐ width	☐ Remove obstructions.
Stalls (ADAAG 4.17) Is the stall door operable with a closed fist, inside and out?	☐	☐	☐ Replace inaccessible knobs with lever or loop handles. ☐ Add lever extensions.
Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?	☐	☐ length / width	☐ Move or remove partitions. ☐ Reverse the door swing if it is safe to do so.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Stalls, continued In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?	☐	☐	☐ Add grab bars.
Is the toilet seat 17 to 19 inches high? (height)	☐	☐	☐ Add raised seat.
Lavatories (ADAAG 4.19, 4.24) Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front? (clear space) **A maximum of 19 inches of the required depth may be under the lavatory.**	☐	☐	☐ Rearrange furnishings. ☐ Replace lavatory. ☐ Remove or alter cabinetry to provide space underneath. ☐ Make sure hot pipes are covered. ☐ Move a partition or wall.
Is the lavatory rim no higher than 34 inches? (height)	☐	☐	☐ Adjust or replace lavatory.
Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)? (height)	☐	☐	☐ Adjust or replace lavatory.
Can the faucet be operated with one closed fist?	☐	☐	☐ Replace with paddle handles.
Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?	☐	☐	☐ Lower dispensers. ☐ Replace with or provide additional accessible dispensers.
Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower? (height)	☐	☐	☐ Lower or tilt down the mirror. ☐ Add a larger mirror anywhere in the room.

Priority 4 Additional Access

Note that this priority is for items not required for basic access in the first three priorities.
When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

Drinking Fountains (ADAAG 4.15) Is there at least one fountain with clear floor space of at least 30 by 48 inches in front? (clear space)	☐	☐	☐ Clear more room by rearranging or removing furnishings.

QUESTIONS	Yes	No	POSSIBLE SOLUTIONS
Drinking Fountains, continued			
Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?	☐	☐	☐ Provide cup dispensers for fountains with spouts that are too high. ☐ Provide accessible cooler.
	☐		height
Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?	☐	☐	☐ Replace the controls.
Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall?	☐	☐	☐ Place a planter or other cane-detectable barrier on each side at floor level.
	☐		height/ protrusion
Telephones (ADAAG 4.31)			
If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?	☐	☐	☐ Move furnishings. ☐ Replace booth with open station.
	☐		clear space
Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?	☐	☐	☐ Lower telephone.
	☐		height
Does the phone protrude no more than 4 inches into the circulation space?	☐	☐	☐ Place a cane-detectable barrier on each side at floor level.
	☐		protrusion
Does the phone have push-button controls?	☐	☐	☐ Contact phone company to install push-buttons.
Is the phone hearing-aid compatible?	☐	☐	☐ Have phone replaced with a hearing-aid compatible one.
Is the phone adapted with volume control?	☐	☐	☐ Have volume control added.
Is the phone with volume control identified with appropriate signage?	☐	☐	☐ Add signage.
If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?	☐	☐	☐ Install a text telephone. ☐ Have a portable TT available. ☐ Provide a shelf and outlet next to phone.
Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?	☐	☐	☐ Add signage.

Accessibility Tool, Persons with Disability Assessment

الأولوية الأولى :إمكانية الوصول للمبنى ودخوله :

طريق الدخول و مواقف السيارات:

1) هل يوجد طريق واحد على الأقل يؤدي إلى أماكن الوصول الخاصة بالموقع (يشمل، منطقة مواقف السيارات، منطقة الوصول، الأرصفة العامة، محطات النقل العام) دون أن يتطلب إستخدام السلم؟

Is there at least one route from site arrival points (parking, passenger loading zones, public sidewalks and public transportation stops) that does not require the use of stairs?

2) هل كل الطرق و المسارات مستقرة و ثابتة و مقاومة للإنزلاق؟

Is the route stable, firm and slip-resistant?

3) هل عرض الطرق و الممرات (أينما كانت) 90 سم على الأقل؟

Is the route at least 36 inches wide?

المنحدرات

4) هل عرض المنحدرات (أينما كانت) 90 سم على الأقل؟

Is the curb ramp, at least 36 inches wide?

5) عند مستوى قمة منحدر الرصيف، هل توجد عتبة مستوية تقدر ب90 سم طول على الأقل و عرضها متساوي مع عرض منحدر الرصيف؟

If the accessible route crosses a curb, is there a curb ramp?

6) هل توجد منطقة مستوية للهبوط يكون طولها 180 سم على الأقل و يكون عرضها مساوي لعرض المنحدر: عند قمة و قاع المنحدر؟

Is there a level landing that is at least 60 inches long and at least as wide as the ramp: At the top of the ramp? At the bottom of the ramp?

7) هل توجد منطقة مستوية للهبوط حيث يغير المنحدر عندها الإتجاه، يكون طولها و عرضها 180 × 180 على الأقل؟
Is there a level landing where the ramp changes direction that is at least 60 x 60 inches?

8) إذا كان إرتفاع المنحدر أكثر من 15 سم، فهل يوجد درابزين على الجانبين؟

If the ramp has a rise higher than 6 inches, are there handrails on both sides?

مواقف السيارات العامة و الخاصة:

9) في حالة تواجد موقف إنتظار سيارات عام، هل يوجد عدد كاف من الأماكن المجهزة لسيارات الأشخاص ذوي الإعاقة؟

If parking is provided for the public, are an adequate number of accessible spaces provided?

10) هل عرض الأماكن المجهزة للأشخاص ذوي الإعاقة240 سم على الأقل و مزودة بممر دخول عرضه 150 سم على الأقل؟

Are accessible spaces at least 8 feet wide with an access aisle at least 5 feet wide?

11) هل تم وضع علامة على ممر الدخول لتوجيه الأشخاص من غير ذوي الإعاقة لعدم توقيف سياراتهم بداخله؟

Are the access aisles marked so as to discourage parking in them?

12) هل ممرات الدخول إلى الموقف متصلة بطريق مجهز للأشخاص ذوي الإعاقة؟

Do the access aisles adjoin an accessible route?

13) هل تتواجد الأماكن المخصصة للأشخاص ذوي الإعاقة في مواقف إنتظار السيارات بالقرب من الطريق المجهز الذي يؤدي إلى بوابة الدخول؟

Of the total parking spaces, are the accessible spaces located on the closest accessible route to the accessible entrance(s)?

المدخل الرئيسي:

14) هل المدخل الرئيسي مجهز لأشخاص ذوي الإعاقة؟

Is the main entrance accessible?

15) إذا كان المدخل الرئيسي غير مجهز، فهل يوجد مدخل بديل مجهز لأشخاص ذوي الإعاقة؟

If the main entrance is not accessible, is there an alternative accessible entrance?

16) هل كل المداخل الغير مجهزة تحمل لافتات تشير إلى موقع أقرب مدخل مجهز لأشخاص ذوي الإعاقة؟

Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

17) هل عرض منطقة المدخل المجهز عند فتحه 90 سم على الأقل، ما بين طرفي الباب، عندما يفتح الباب بزاوية 90 درجة؟

Is the clear opening width of the accessible entrance door at least 32 inches, between the face of the door and the stop, when the door is open 90 degrees?

18) على كلا جانبي الباب، هل مستوى ميل الأرض أو سطح الأرضية الخاص بالمنطقة الخالية التي تسمح بحرية الحركة متساوين/ نفس الميل؟

On both sides of the door, is the ground or floor surface of the maneuvering clearance level the same?

19) إذا كان يوجد بابين على التتابع، مثل المدخل، فهل المسافة التي تقع بين الأبواب تقدر 120 سم على الأقل بجانب عرض الأبواب عند تأرجحها داخل المكان؟

If there are two doors in a series, e.g. vestibule, is the distance between the doors at least 48 inches plus the width of the doors when swinging into the space?

الأولوية الثانية / إمكانية الوصول الى السلع والخدمات:

20) هل المدخل الرئيسي المجهز يؤدي الى الدخول مباشرة للأشخاص ذوي الإعاقة إلى الطابق الرئيسي والبهو ومكتب الاستقبال و المصعد؟

Does the accessible entrance provide direct access to the main floor, lobby and elevator?

21) هل يوجد ممر تنقل مجهز واحد على الأقل يصل إلى كل الأماكن العامة؟
Are all public spaces on at least one accessible route?

22) هل ممرات التنقل مستقرة و ثابتة و غير قابلة للإنزلاق؟

Is the route stable, firm and slip-resistant?

23) هل كل اللوازم الموجودة على جانبي الممرات التي تؤدي إلى الأماكن العامة مثل طفايات الحرائق و مبردات المياه و العلامات و غيرها، لا تمتد أكثر من 10 سم داخل الممر؟
Do all objects on circulation paths through public areas, e.g. fire extinguishers, drinking fountains, signs, etc., protrude no more than 4 inches into the path?

المصاعد:

24) هل توجد مصاعد تصل إلى كل الأدوار التي بها أماكن الخدمات العامة؟
Are there elevators or platform lifts to all public stories?

25) هل إرتفاع مفتاح الإستدعاء لا يزيد عن 140 سم فوق الأرض؟
If there is a full size or LULA elevator

26) هل يعاد فتح الباب آليا عندما يعترضه شيء أو شخص؟
If there is a LULA elevator with a swinging door: Is the door power- operated?

27) هل عمق الكابينة الداخلية لا يقل عن 140 سم و عرضها لا يقل عن 90 سم ؟
If there is a full size elevator: Is the interior at least 54 inches deep by at least 36 inches wide ?

28) هل عرض الباب عندما يفتح 90 سم على الأقل؟
Is the door opening width at least 32 inches?

29) هل مفاتيح لوحة التحكم على ارتفاع لا يقل عن 45 سم و لا يزيد عن 120 سم فوق مستوى الأرض؟
If there is a full size or LULA elevator, are the in-car controls: No less than 15 inches and no greater 48 inches above the floor? Or Up to 54 inches above the floor for a parallel approach?

30) هل لوحة مفاتيح التحكم مزودة بحروف بارزة؟

If there is a full size or LULA elevator: Are the car control buttons designated with raised characters?

31) هل لوحة مفاتيح التحكم مزودة بحروف بلغة برايل؟
If there is a full size or LULA elevator: Are the car control buttons designated with Braille?

32) هل توجد إشارات سمعية التي تصدر صوتا عند مرور كبينة المصعد أو عند توقفها في أحد الطوابق؟

If there is a full size or LULA elevator, are there audible signals which sound as the car passes or is about to stop at a floor?

33) هل توجد علامة على كلا من جانبي الباب عند كل طابق للتعريف به؟
Is there a sign on both door jambs at every floor identifying the floor?

34) هل توجد علامة النجمة اللمسية على كلا من جانبي باب المصعد عند المدخل الرئيسي؟

Is there a tactile star on both jambs at the main entry level?

35) هل الحروف الكلامية البارزة بلون بارز عن الخلفية؟
Do text characters contrast with different colors than the background?

الإشارات \ اللافتات إلى الأماكن و الإتجاهات:

36) هل توجد لافتات تشير الى الغرف و الأماكن الثابتة و التي يحتمل عدم تغييرها على مر الزمن، مثل أرقام الغرف و الحروف و أسماء الغرف و لافتات الخروج
If there are signs designating permanent rooms and spaces not likely to change over time, e.g. room numbers and letters, room names, and exit signs:

37) هل الحروف الكلامية واضحة عن خلفيتها؟
هل الحروف بارزة؟
هل توجد حروف بلغة برايل؟
Do text characters contrast with their backgrounds?
Are text characters raised?
Is there Braille?

38) هل ارتفاع اللافتة يبلغ 100 سم على الأقل عن الأرض؟
Is the sign mounted so that characters are at least 40 inches above the floor?

الأبواب:

39) إذا وجدت مساحة أمامية للاقتراب من منطقة تأرجح الباب من ناحية السحب\ الفتح، هل توجد مساحة 45 سم على الأقل تسمح بحرية الحركة بجانب المقبض بالإضافة إلى 150 سم على الأقل في العمق؟
If there is a front approach to the pull side of the door, is there at least 18 inches of maneuvering clearance beyond the latch side plus at least 60 inches clear depth?

40) إذا كان للباب عتبة رأسية، فهل إرتفاعها لا يزيد عن 2\1 سم؟
If the threshold is vertical is it no more than ¼ inch high?

41) هل الباب يفتح بسهولة؟ **(قوة دفع بحد أقصى 5 باوند/رطل)**
Can the door be opened easily ?

42) هل مفاتيح التحكم يمكن التعامل معها بواسطة يد واحدة و لا تتطلب إستخدام قبضة يد محكمة أو لوي المعصم؟
Is the door equipped with hardware that is operable with one hand and does not require tight grasping, pinching or twisting of the wrist? Door handle? Lock (if provided)?

القاعات و أماكن الانتظار و أماكن الخدمات:

43) هل يوجد عدد كاف و متاح من الأماكن المخصصة للكراسي المتحركة؟
Are an adequate number of wheelchair spaces provided?

44) في حالة وجود مكان واحد مخصص للكراسي المتحركة، هل عرضه 90 سم على الأقل و طوله 120 سم؟
If there is a single wheelchair space, is it at least 36 inches wide? And a length of 48 inches?

45) هل توجد مساحة أرضية خالية، عرضها 75 سم على الأقل و طولها 120 سم على الأقل للإقتراب من شباك الخدمة؟
Is there a clear floor space at least 30 inches wide by at least 48 inches long for a forward approach?

46) داخل غرف الخزانات الصغيرة (اللوكارات) و غرف تغيير و قياس الملابس ، هل توجد غرفة واحدة على الأقل مزودة بمقعد؟

In locker rooms, dressing rooms and fitting rooms, is there at least one room with a bench?

الأولوية الثالثة : دورات المياه:

47) في حالة وجود دورات مياه عامة، هل توجد كابينة حمام واحدة على الأقل مجهزة للأشخاص ذوي الإعاقة عليها علامة تحمل رمز الإعاقة الدولي؟ (واحدة في كل من حمام النساء وحمام الرجال)؟

If toilet rooms are available to the public, is at least one toilet room accessible? (Either one for each sex, or one unisex.)

48) هل توجد لافتات (تطبق خصائص اللافتات كما سبق) وعلامات خاصة على دورات المياة الغير مجهزة تعطي إرشادات للوصول إلى دورات المياة المجهزة؟

Are there signs at inaccessible toilet rooms that give directions to accessible toilet rooms?

49) هل توجد ممرات مجهزة (ممر واحد على الأقل) تؤدي إلى دورات المياة المجهزة؟

Is there an accessible route to the accessible toilet room?

50) هل يوجد مساحة أرض خالية تتيح الدوران لشخص يستخدم الكرسي المتحرك ، أي دائرة قطرها 60 بوصة (150 سم) على الأقل أو مساحة على شكل حرف الT ضمن/داخل مربع 60 بوصة (150 سم) ؟

Is there clear floor space available for a person in a wheelchair to turn around, i.e. a circle at least 60 inches in diameter or a T-shaped space within a 60-inch square?

51) هل يمكن التعامل مع صنبور المياه بواسطة يد واحدة ولا تتطلب إستخدام قبضة يد محكمة أو لوي المعصم؟ هل مقدار القوة المتطلب إستخدامها لفتح صنبور المياه لا تزيد عن 5 بوند؟

Can the faucet be operated without tight grasping, pinching, or twisting of the wrist? Is the force required to activate the **faucet no greater than 5 pounds?**

52) هل خط الوسط للمرحاض على مسافة لا تقل عن 40 سم و لا تزيد عن 55 سم من الجدار الجانبي أو الجدار الحاجز؟

Is the centerline of the water closet no less than 16 inches and no greater than 18 inches from the side wall or partition?

53) هل المساحة الخالية المتواجدة حول المرحاض تقدر ب 150 سم على الأقل من الجدار الجانبي و 140 سم على الأقل من الجدار الخلفي؟

Is clearance provided around the water closet measuring at least 60 inches from the side wall and at least 56 inches from the rear wall?*

54) هل إرتفاع المرحاض لا يقل عن 43 سم ولا يزيد عن 48 سم فوق الأرض بالقياس مع قمة القاعدة؟

Is the height of the water closet no less than 17 inches and no greater than 19 inches above the floor measured to the top of the seat?

55) هل يوجد مقبض إرتكاز طوله 105 سم على الأقل على الجدار الجانبي؟ و هل يبعد مقبض الإرتكاز عن الجدار الخلفي بمسافة لا تزيد عن 30 سم؟ و هل يمتد مقبض الإرتكاز 120 على الأقل من الجدار الخلفي؟ و هل تم تعليق مقبض الإرتكاز بحيث يكون الإرتفاع لا يقل عن 85 سم ولا يزيد عن 90 سم فوق الأرض حتى أعلى جزء من سطح المقبض؟

Is there a grab bar at least 42 inches long on the side wall? Is it located no more than 12 inches from the rear wall? Does it extend at least 54 inches from the rear wall? Is it mounted no less than 33 inches and no greater than 36 inches above the floor to the top of the gripping surface?

56) في حالة إمكانية التعامل مع وحدة السيفون بواسطة اليد، فهل إرتفاع الوحدة لا يزيد عن 120 سم فوق الأرض؟
If the flush control is hand operated, is the operable part located no higher than 48 inches above the floor?

57) إذا كانت وحدة التحكم بالسيفون تعمل بواسطة اليد، فهل يمكن التعامل معها بواسطة يد واحدة ولا تتطلب إستخدام قبضة يد محكمة أو لوي المعصم؟

If the flush control is hand operated, can it be operated with one hand and without tight grasping, pinching, or twisting of the wrist?

58) هل مقدار القوة المتطلب إستخدامها لتشغيل مفتاح التحكم بالسيفون لا يزيد عن 5 باوند؟
Is the force required to activate the flush control no greater **than 5 pounds?**

59) هل وحدة التحكم بالسيفون متواجدة عند الجانب المفتوح للمرحاض؟
Is the flush control on the open side of the water closet?

60) هل يقع حامل أوراق التواليت على بعد لا يقل عن 18 سم ولا أعلى من 23 سم أمام المرحاض إلى خط الوسط للحامل؟

Is the toilet paper dispenser located no less than 7 inches and no greater than 9 inches from the front of the water closet to the centerline of the dispenser?*

الأولوية الرابعة : مرافق إضافية

61) في حالة وجود أنظمة مكافحة الحرائق، هل تحتوي هذه الأنظمة على ضوء وامض وإشارات سمعية؟
If there are fire alarm systems, do they have both flashing lights and audible signals?

ANNEX IV: DATA TABLES AND GRAPHS

Table 1: Gender of PwD Students Participating in Survey, by Type of Disability (Percentages)

Disability	Male	Female
Physical, n=109	70	30
Hearing, n=36	36	64
Visual, n=115	65	35

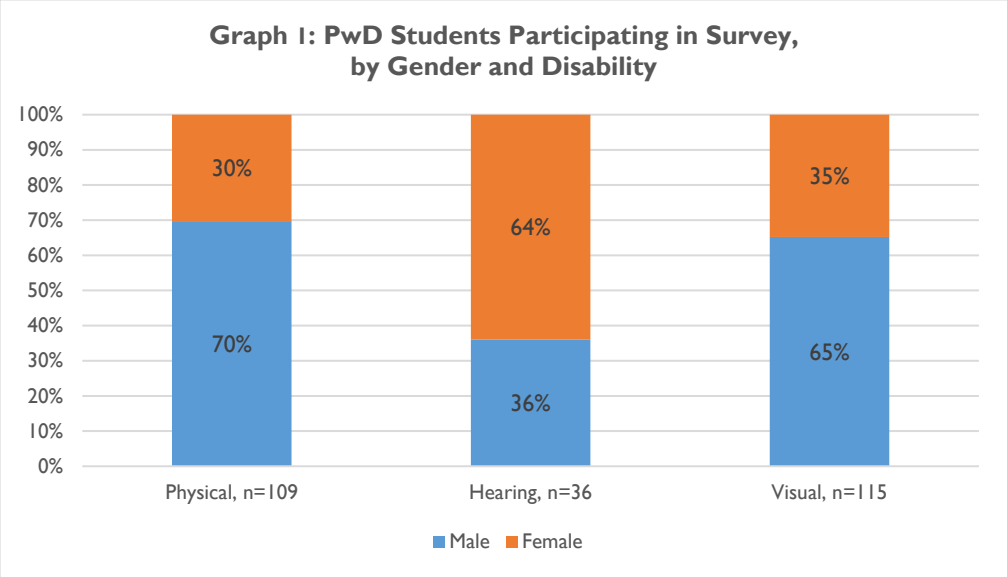


Table 2: Sector of HEI Institution

Sector	Frequency	Percent	Valid Percent	Cumulative %
Public	254	95.8	95.8	95.8
Private	6	2.3	2.3	98.1
User missing/Did not answer	5	1.9	1.9	100.0
Total	265	100.00	100.0	

Table 3: Currently Enrolled and Graduated Students who Responded to the Survey

Student Status	Frequency	Percent	Valid Percent	Cumulative %
Currently Enrolled	209	78.9	78.9	78.9
Graduated	40	15.1	15.1	94.0
User missing/Did not answer	16	6.0	6.0	100.0
Total	265	100.0	100.0	

Table 4: Students, by Year of Graduation (in percentages)

Year	Frequency	Percent	Valid Percent	Cumulative %
User missing/Did not answer	6	15.0	15.0	15.0
1996	1	2.5	2.5	17.5
1998	1	2.5	2.5	20.0
1999	1	2.5	2.5	22.5
2000	1	2.5	2.5	25.0
2001	3	7.5	7.5	32.5
2002	2	5.0	5.0	37.5
2008	1	2.5	2.5	40.0
2009	3	7.5	7.5	47.5
2010	1	2.5	2.5	50.0
2011	1	2.5	2.5	52.5
2012	4	10.0	10.0	62.5
2013	3	7.5	7.5	70.0
2014	3	7.5	7.5	77.5
2015	3	7.5	7.5	85.0
2016	6	15.0	15.0	100.0
Total	40	100.0	100.0	

Transportation Access

Table 5: Percent of Students with Disabilities Reporting Transportation Problems

Transportation Problems	Percent Students
Cost	23
Finding accessible transport	61
Obtaining assistance with transport	43

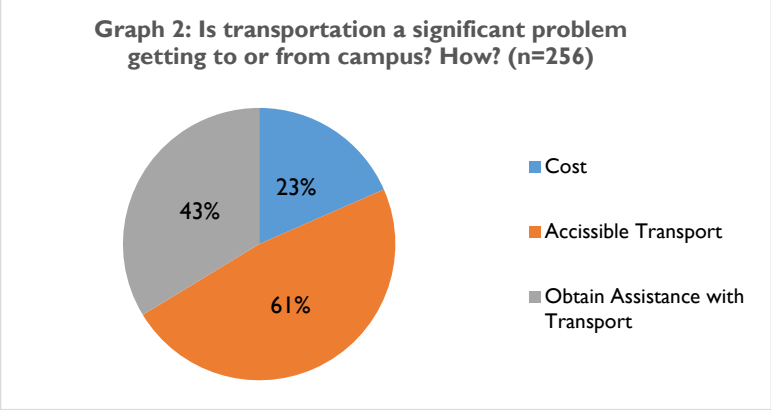
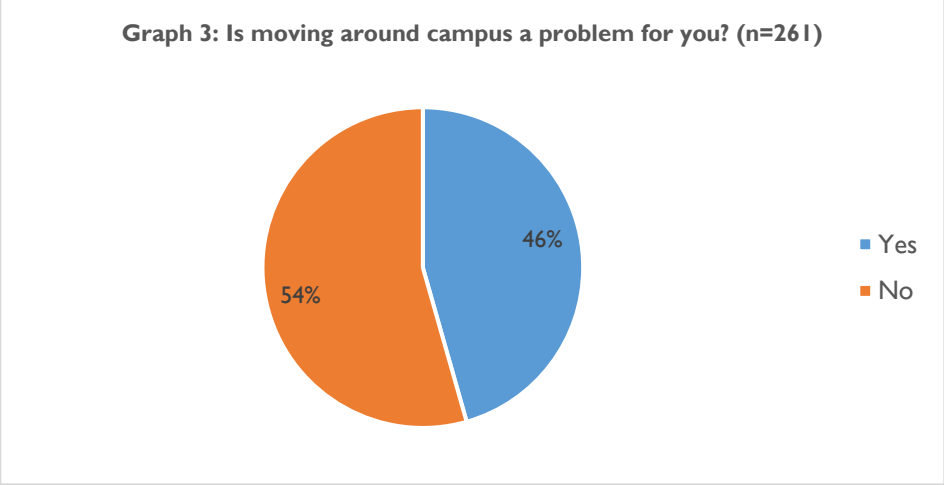
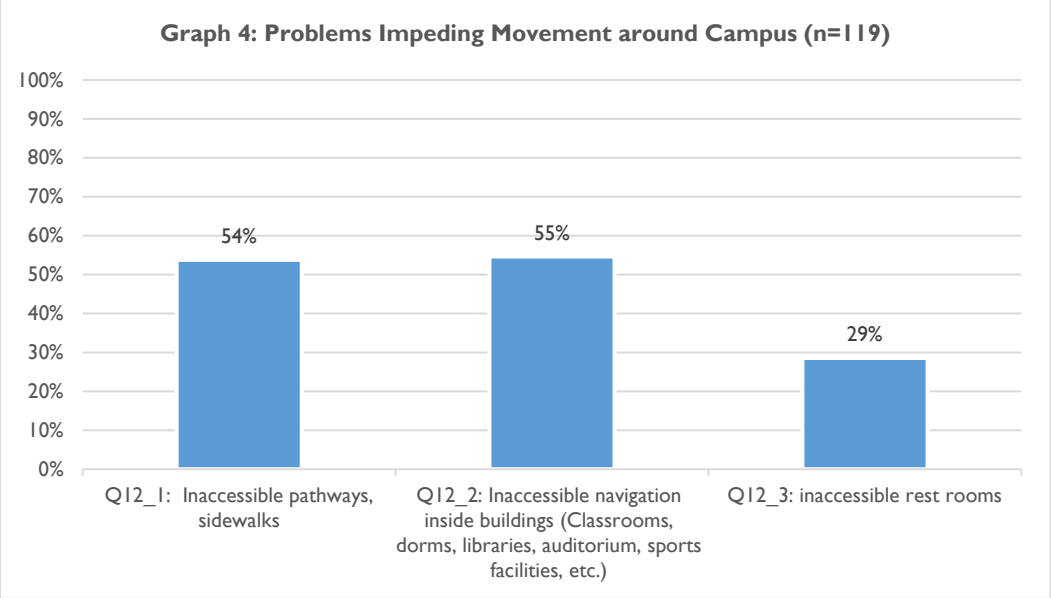


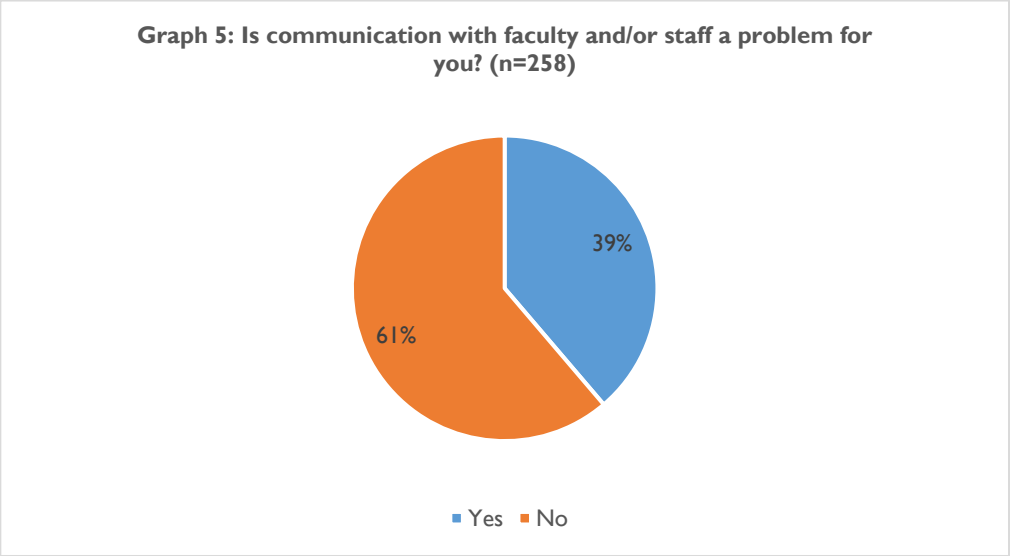
Table 6: Percent of Students with Disabilities Reporting Problems Moving around Campus

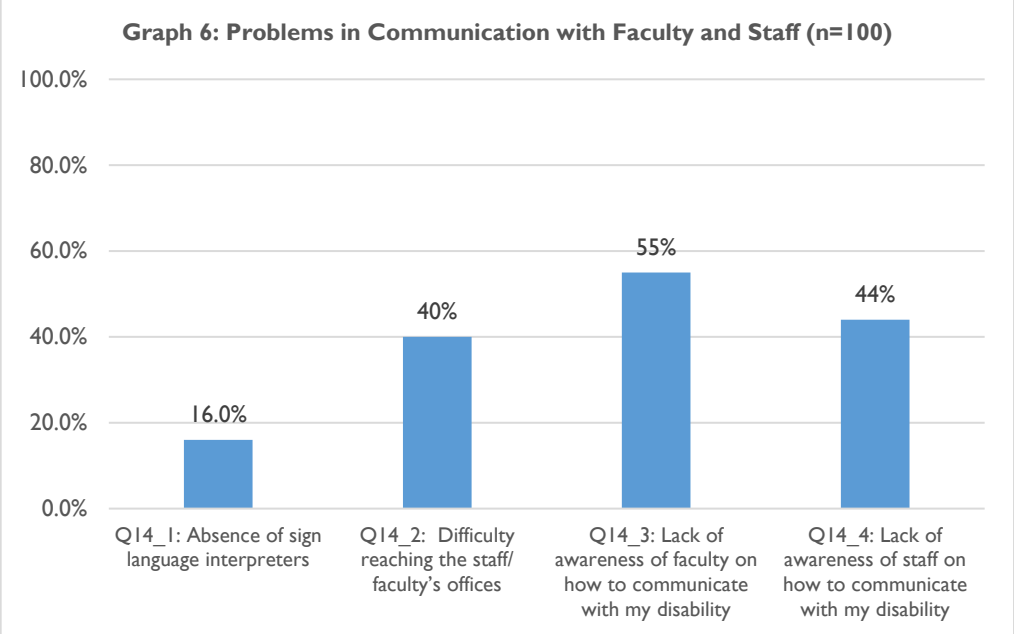
Moving around Campus a Problem?	Percent Students
Yes	46
No	54


Graph 3: Is moving around campus a problem for you? (n=261)
46%
54%
Yes
No

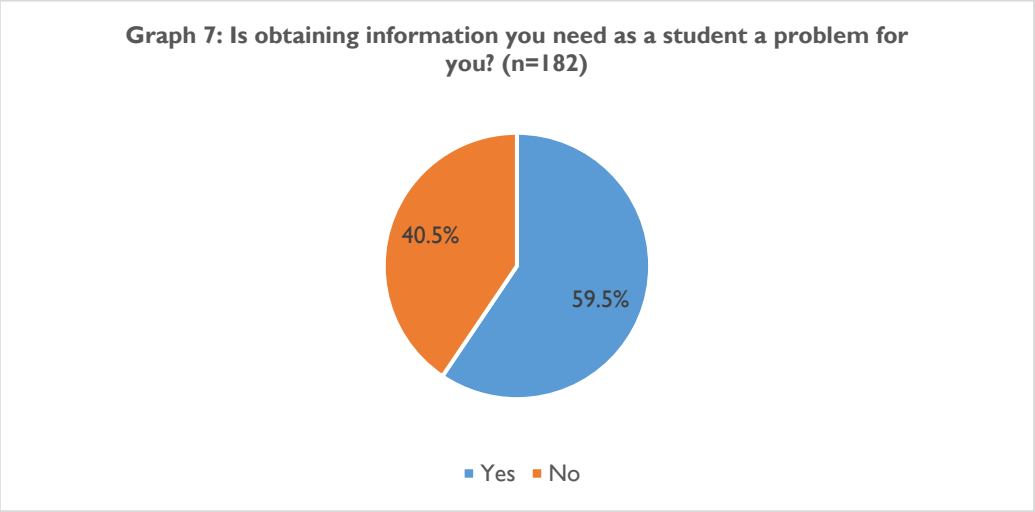

Graph 4: Problems Impeding Movement around Campus (n=119)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
54%
55%
29%
Q12_1: Inaccessible pathways, sidewalks
Q12_2: Inaccessible navigation inside buildings (Classrooms, dorms, libraries, auditorium, sports facilities, etc.)
Q12_3: inaccessible rest rooms

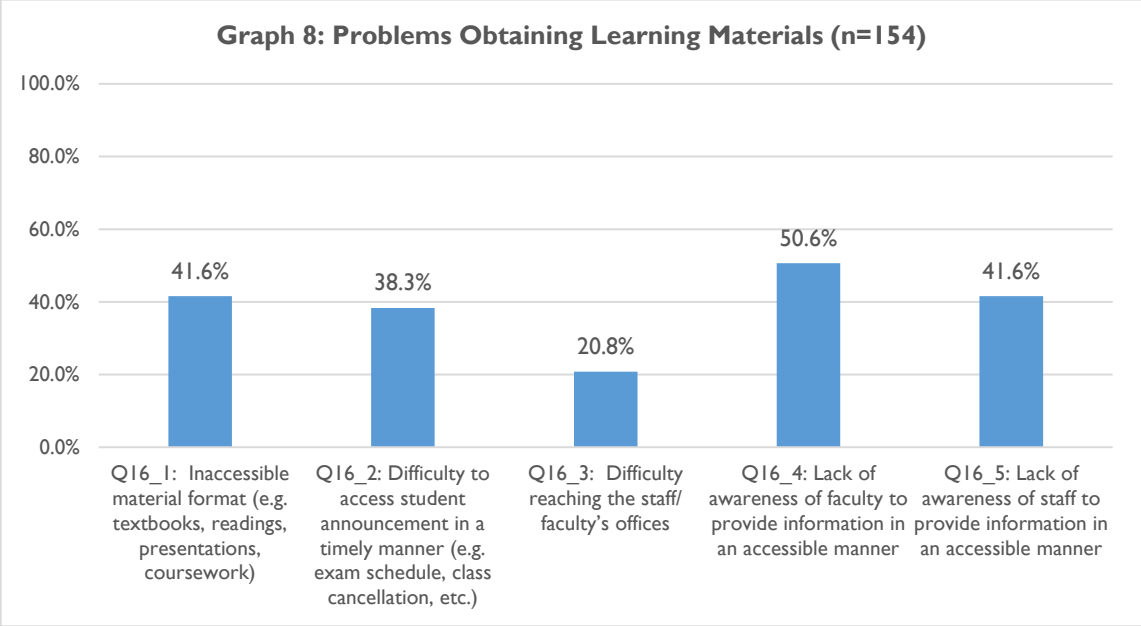
Communication with Faculty and Staff



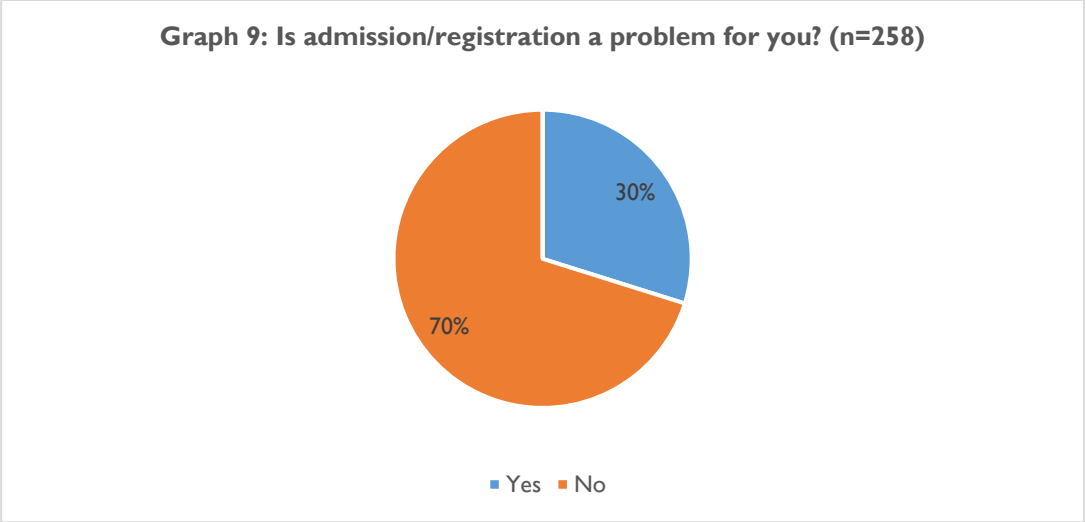


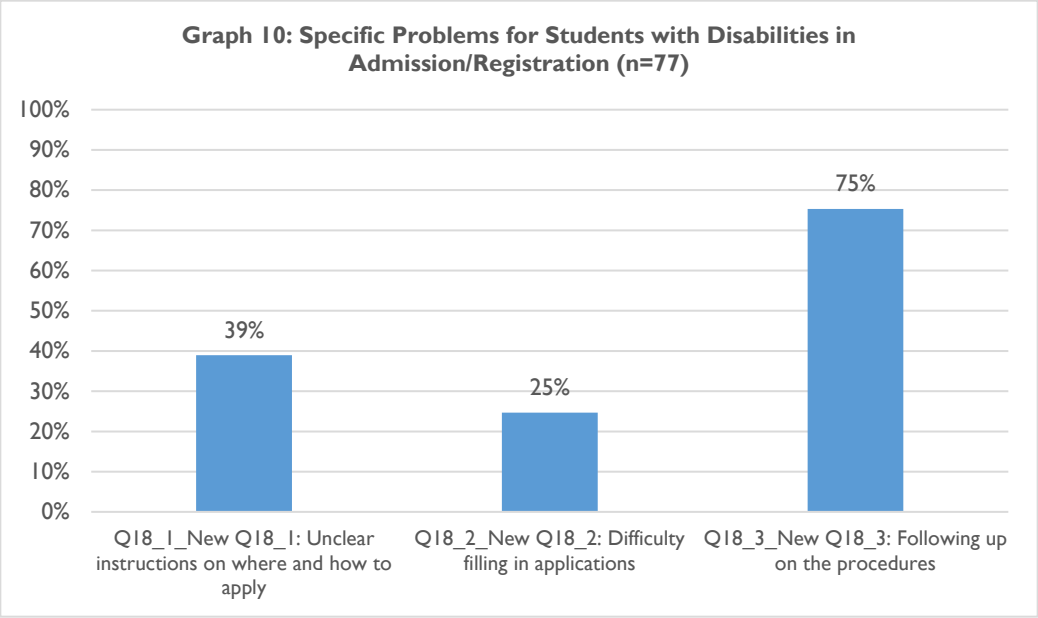
Obtaining Needed Information



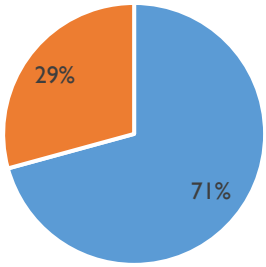


Barriers to Enrollment

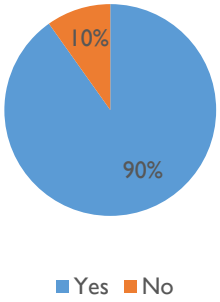




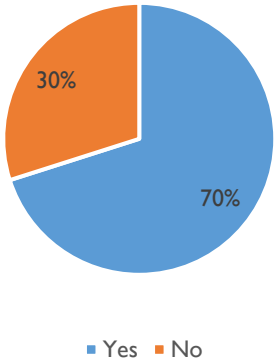
Graph 11: Students Allowed to Enroll in Faculty of their Choice (n=253)



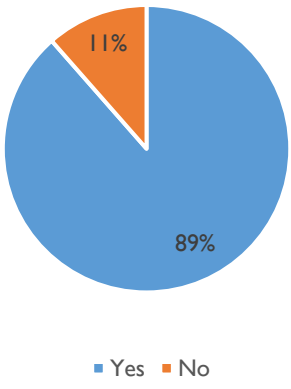
Graph 12: Students Not Enrolled in Faculties of their Choice because of Disability (n=61)



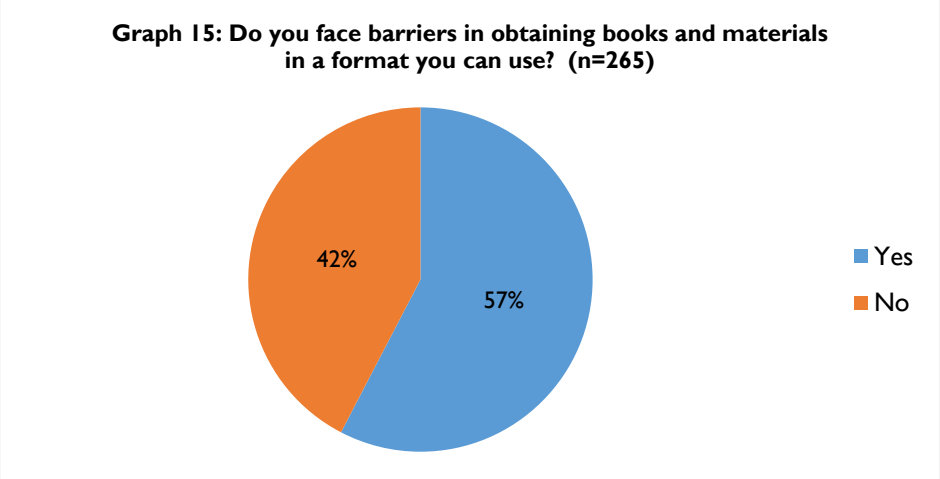
Graph 13: Did faculty allow you to enroll in your major of choice? (n=234)

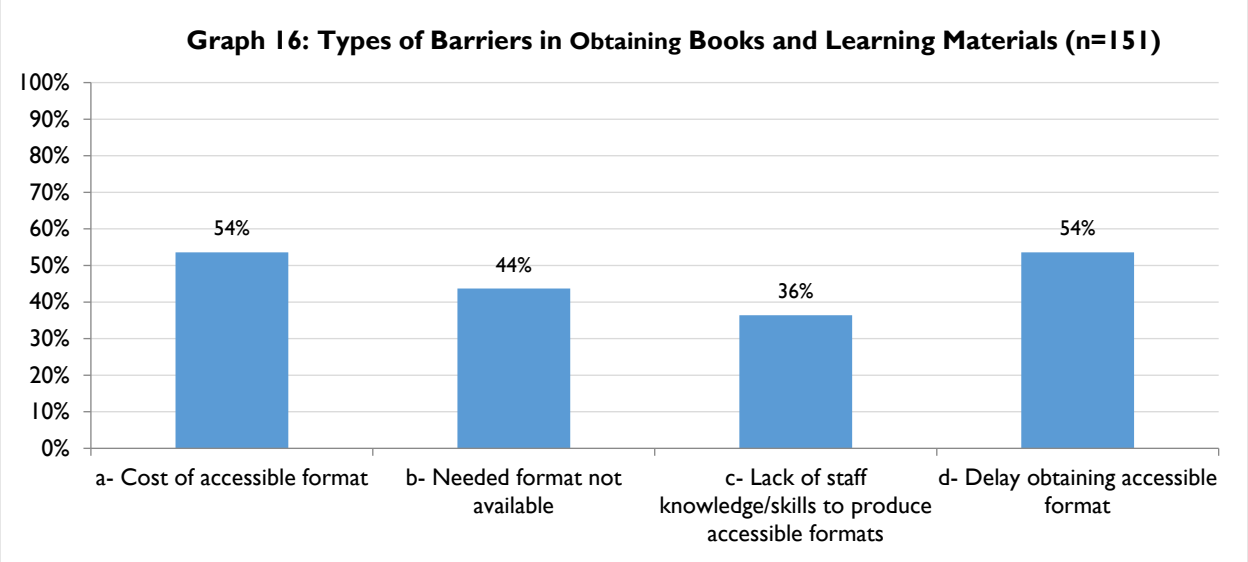


Graph 14: Was this due to your disability? (n=61)

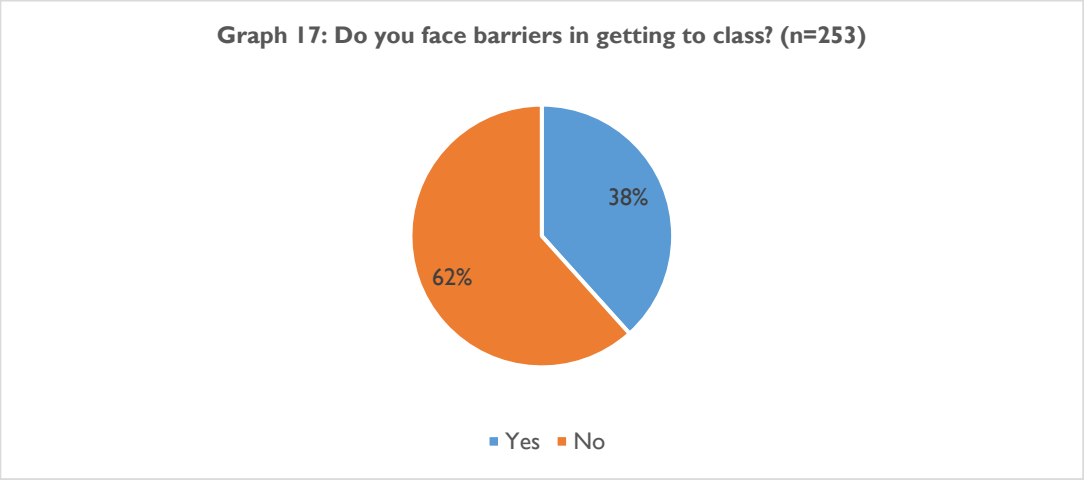


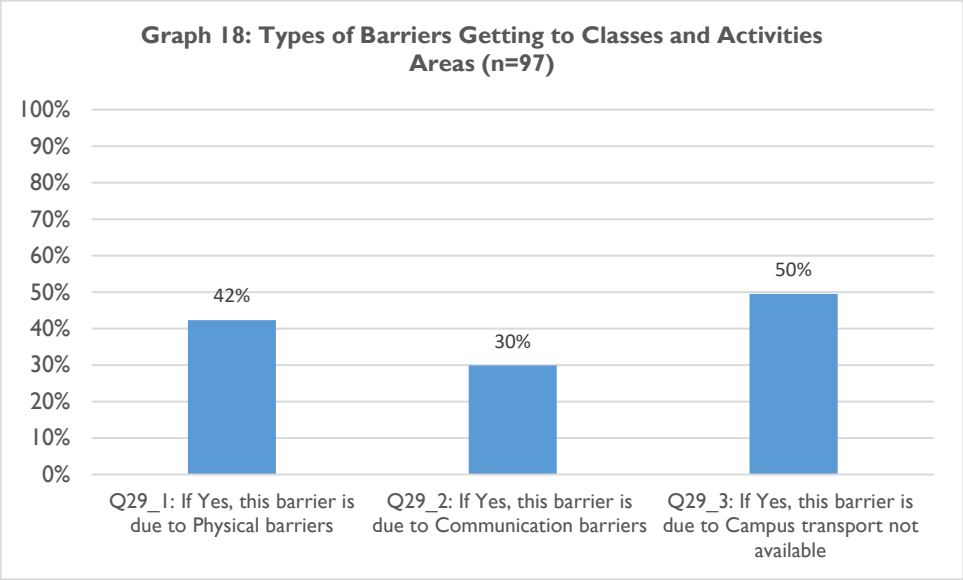
Accessing course materials

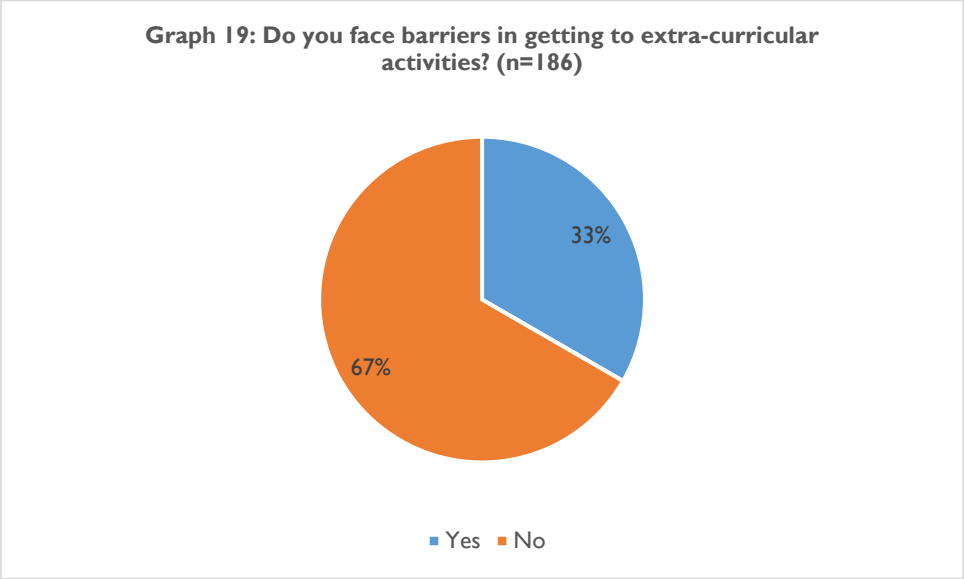


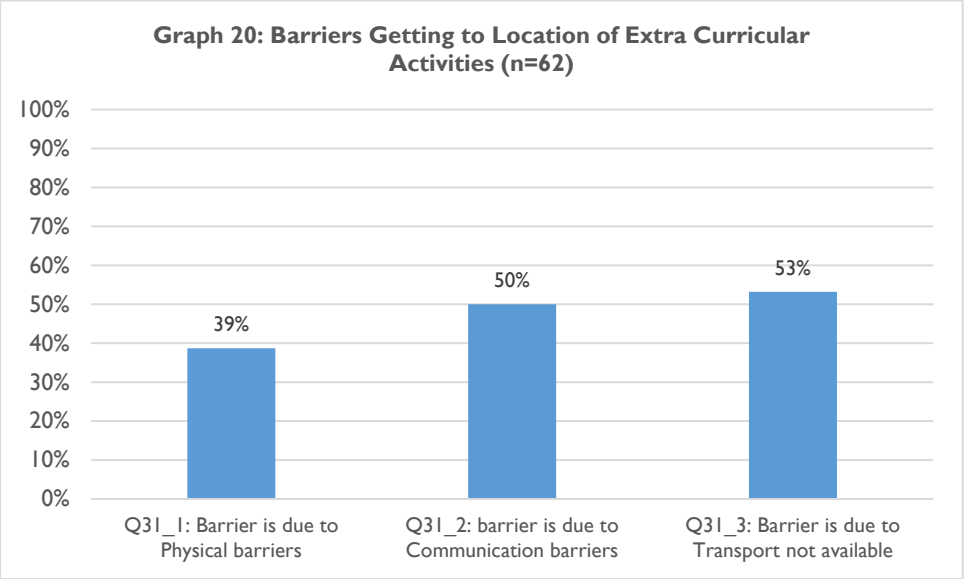


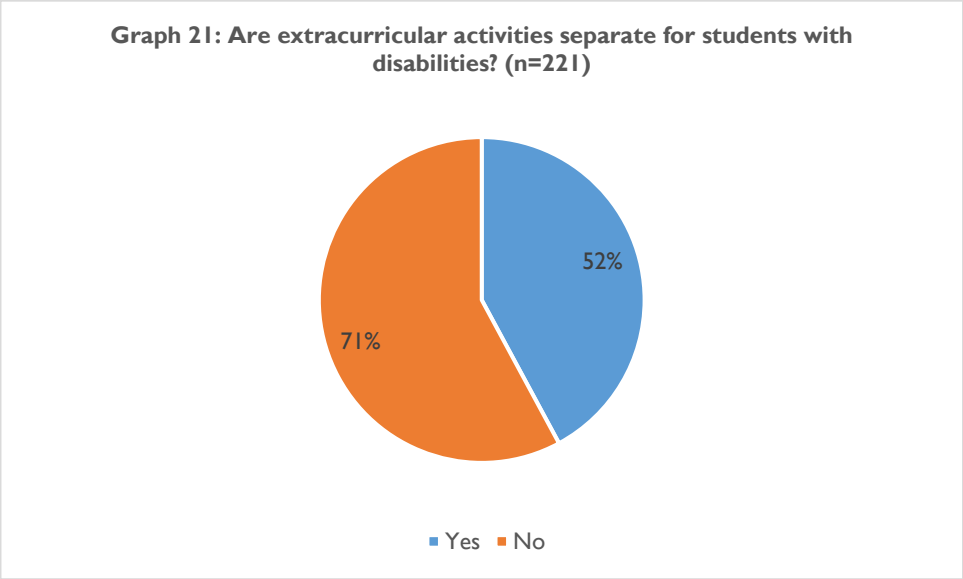
Barriers to Reaching Classrooms and Extra-Curricular Activities

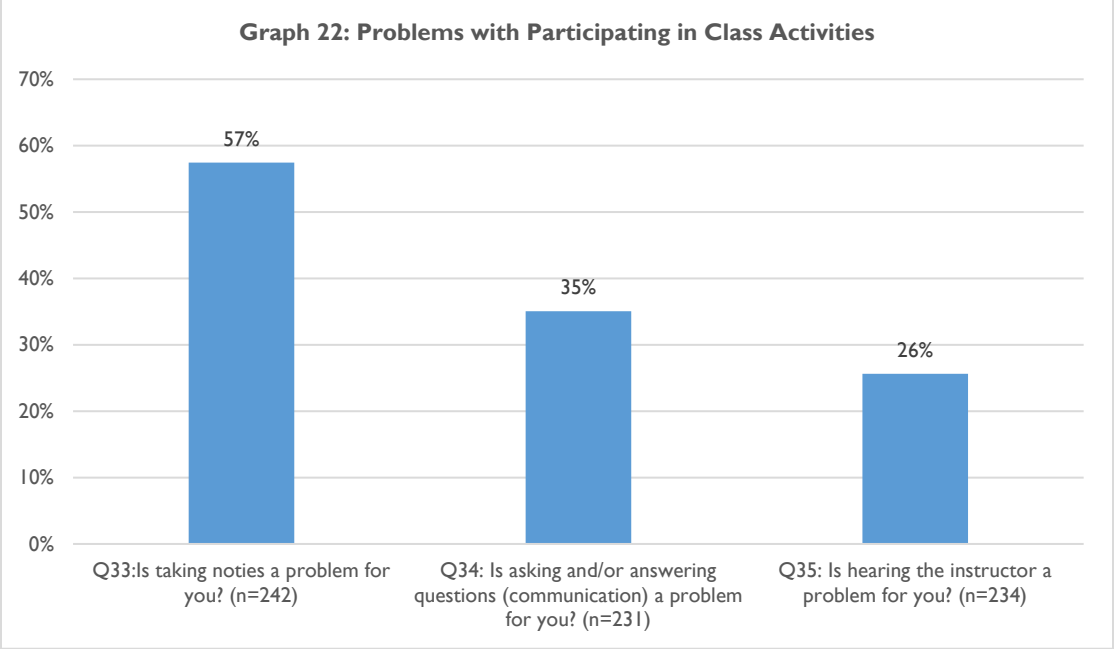


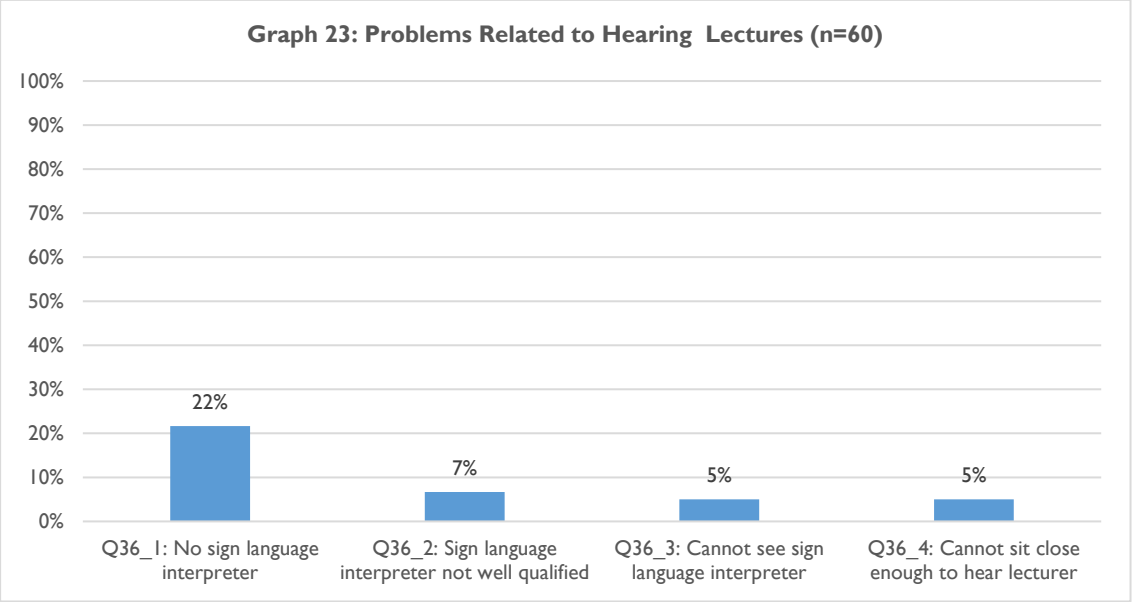


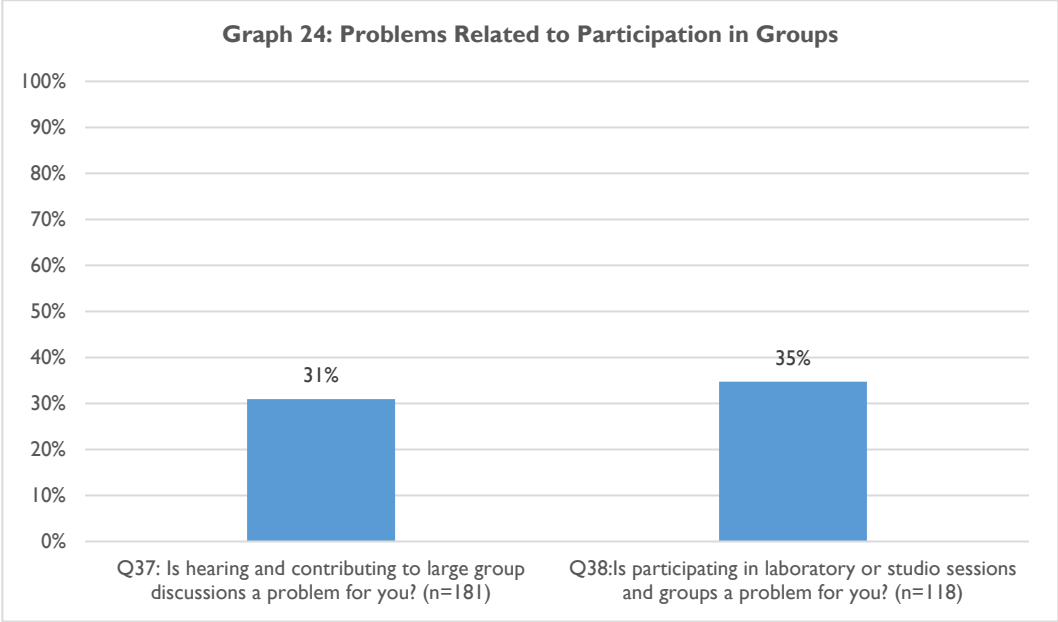

Graph 19: Do you face barriers in getting to extra-curricular activities? (n=186)
33%
67%
Yes
No

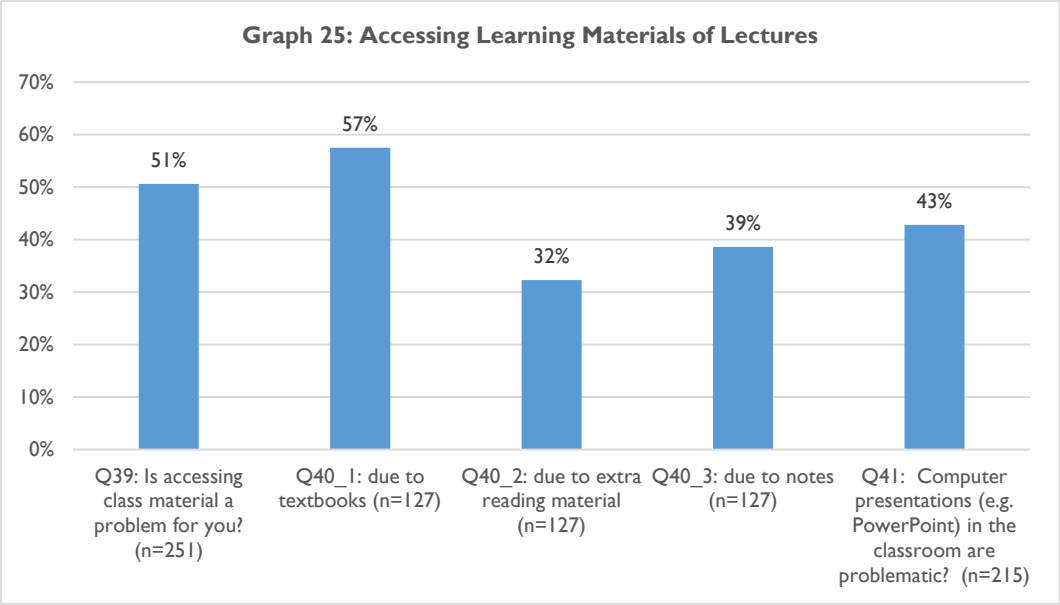

Graph 20: Barriers Getting to Location of Extra Curricular Activities (n=62)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
39%
50%
53%
Q31_1: Barrier is due to Physical barriers
Q31_2: barrier is due to Communication barriers
Q31_3: Barrier is due to Transport not available


Graph 21: Are extracurricular activities separate for students with disabilities? (n=221)
52%
71%
Yes
No

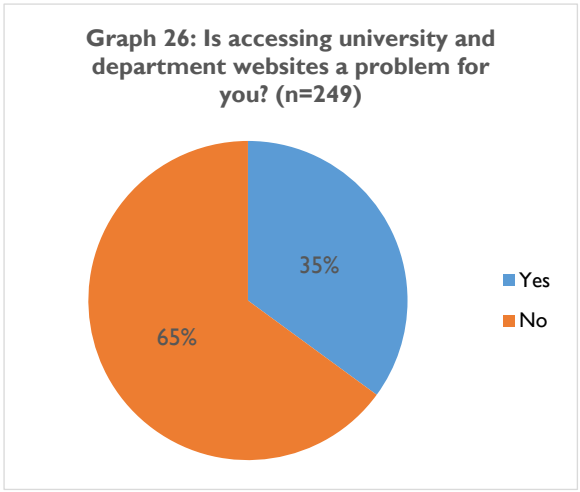

Graph 22: Problems with Participating in Class Activities
70%
60%
50%
40%
30%
20%
10%
0%
57%
35%
26%
Q33:Is taking notes a problem for you? (n=242)
Q34: Is asking and/or answering questions (communication) a problem for you? (n=231)
Q35: Is hearing the instructor a problem for you? (n=234)

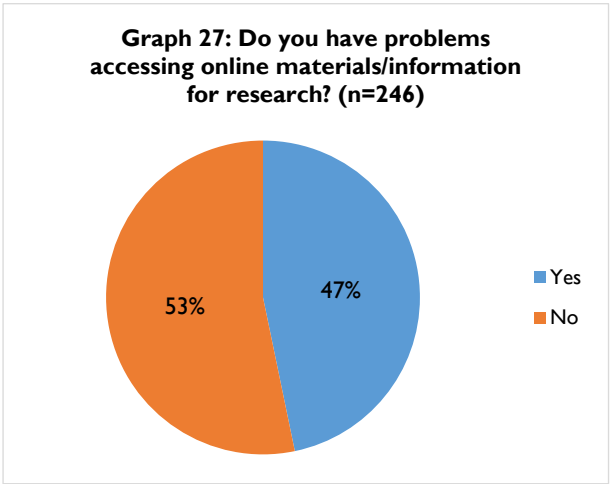

Graph 23: Problems Related to Hearing Lectures (n=60)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
22%
7%
5%
5%
Q36_1: No sign language interpreter
Q36_2: Sign language interpreter not well qualified
Q36_3: Cannot see sign language interpreter
Q36_4: Cannot sit close enough to hear lecturer

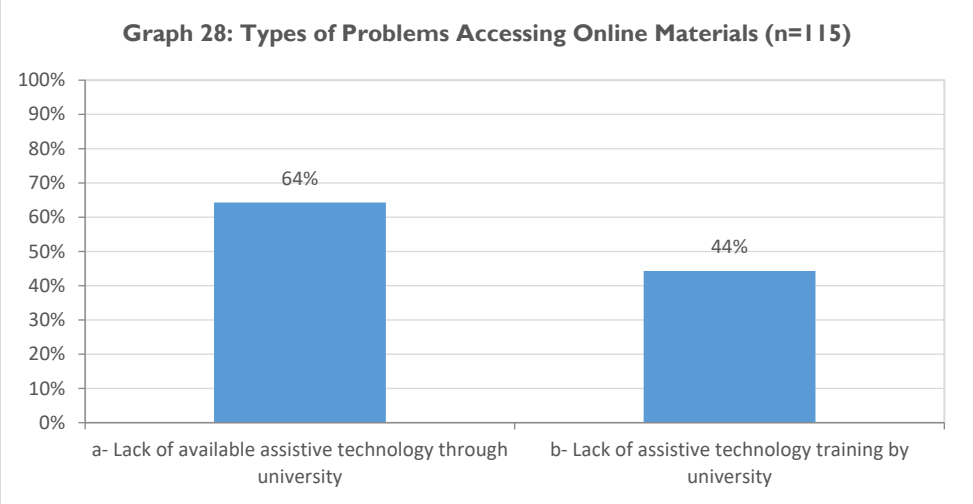

Graph 24: Problems Related to Participation in Groups
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
31%
35%
Q37: Is hearing and contributing to large group discussions a problem for you? (n=181)
Q38:Is participating in laboratory or studio sessions and groups a problem for you? (n=118)

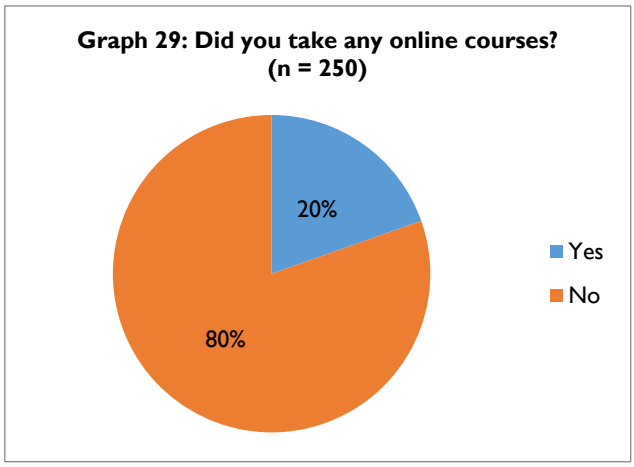


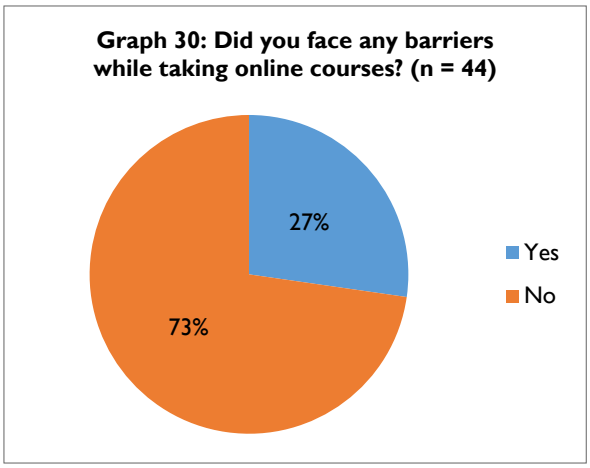
Online Environment Barriers



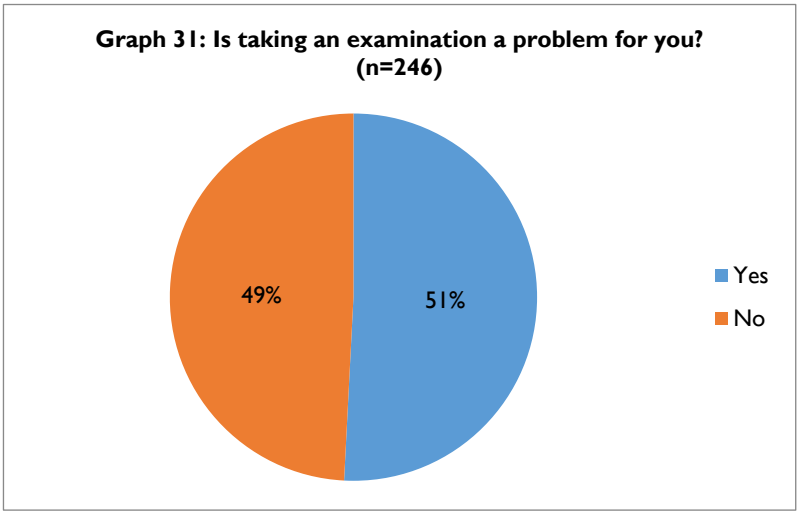


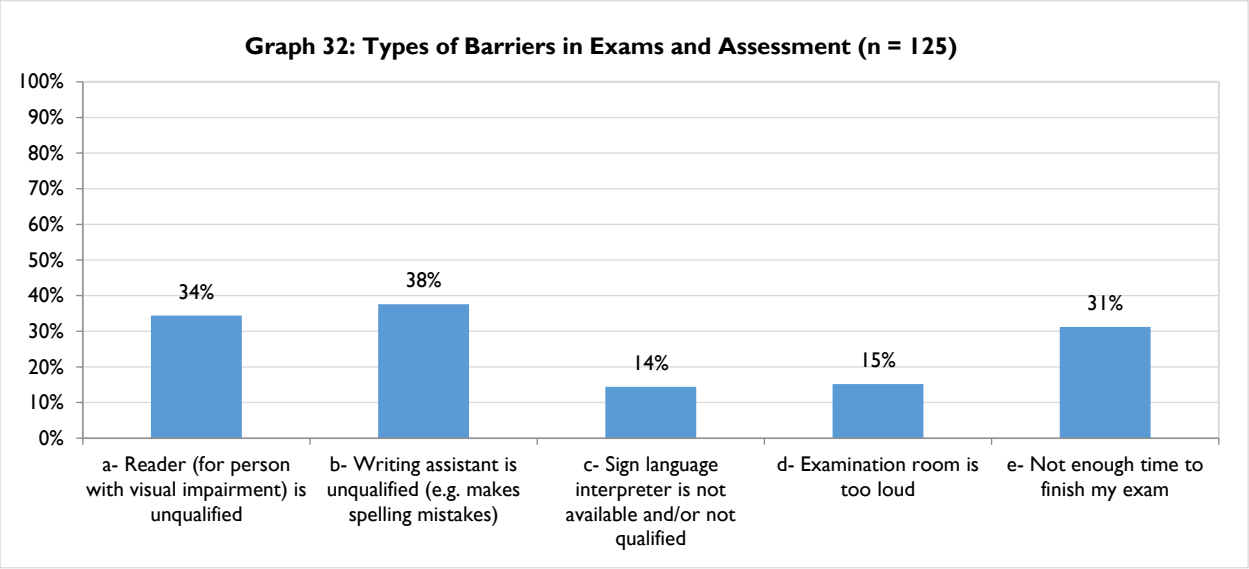


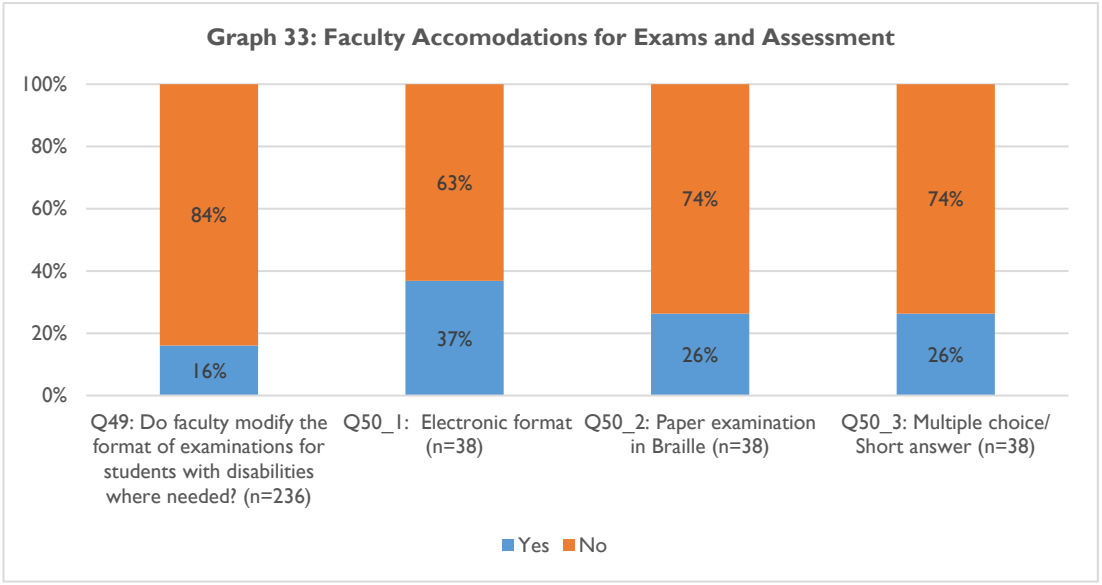




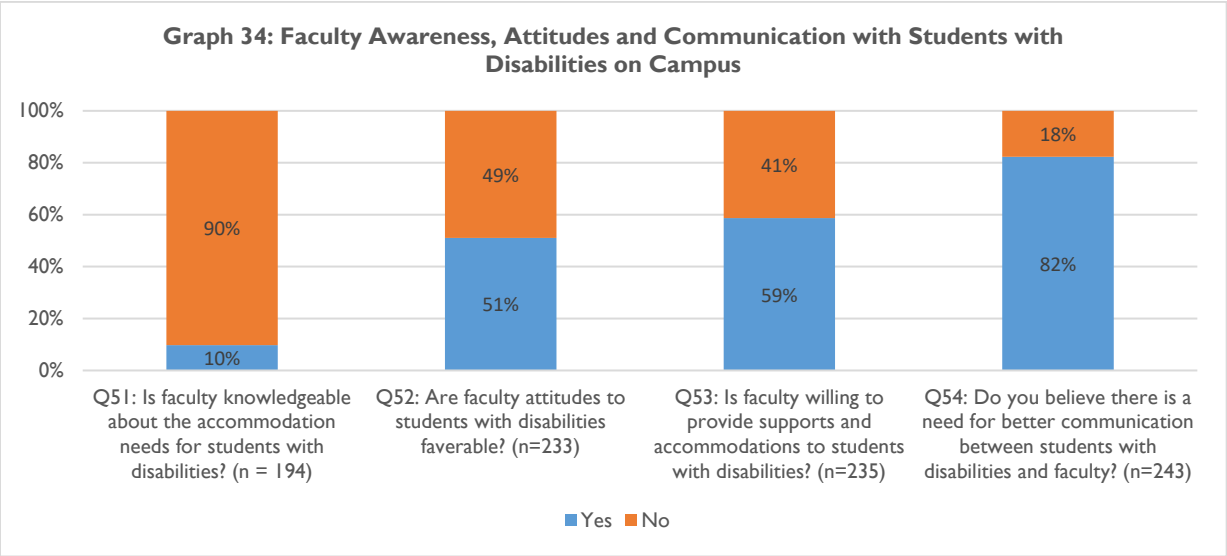
Barriers in Exams




Graph 32: Types of Barriers in Exams and Assessment (n = 125)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
34%
38%
14%
15%
31%
a- Reader (for person with visual impairment) is unqualified
b- Writing assistant is unqualified (e.g. makes spelling mistakes)
c- Sign language interpreter is not available and/or not qualified
d- Examination room is too loud
e- Not enough time to finish my exam


Graph 33: Faculty Accomodations for Exams and Assessment
100%
80%
60%
40%
20%
0%
84%
16%
63%
37%
74%
26%
74%
26%
Q49: Do faculty modify the format of examinations for students with disabilities where needed? (n=236)
Q50_1: Electronic format (n=38)
Q50_2: Paper examination in Braille (n=38)
Q50_3: Multiple choice/ Short answer (n=38)
Yes
No

Faculty Awareness



ANNEX V: BIBLIOGRAPHY

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ANNEX VI: 2014 EGYPTIAN CONSTITUTION DISABILITY ANALYSIS MATRIX

Article Number	Article Title	Article Protection	Analysis
Article 53	Equality in public rights and duties	• Provides a guarantee of equality before the law and non-discrimination, with **disability listed as a specifically prohibited ground of discrimination**; • Requires the State to undertake measures to eliminate discrimination; • Criminalizes hate crimes; • Calls for the establishment of a commission on non-discrimination.	• Disability is specifically referenced as a prohibited ground of discrimination. • Reasonable accommodation is not referenced and thus no clarity is provided as to the inclusion of reasonable accommodation as a duty which is part of the non-discrimination mandate.
Article 54	Persons Freedom	• Requires regulation of evidence collection; • Protection from unjustified restraint; • The right to counsel **including specific reference to persons with disabilities** and their **right to necessary aid** according to procedures established by law.	• Persons with disabilities are specifically referenced in Article 54 with language, while vague, that indicates the requirement of providing "aid" in relation to facilitating the right to council in the context of criminal justice. • Specific procedures for the provision of aid are referenced, although it is not clear whether such procedures have, in fact, been developed.
Article 55	Due process	• Prohibits cruel treatment including torture, **physical and mental harm**; • Requires, for those whose freedom is restricted, appropriate environments according to humanitarian and health standards. • For persons with disabilities the provision states that "**The State shall provide means of access for those with disabilities**."	• Underscores that cruel treatment includes both physical and mental harm. • Requires that "means of access" be provided to persons with disabilities whose freedom is restricted but does not include the duty to provide reasonable accommodation or specify that the failure to provide reasonable accommodations and disability supports can, in fact, amount to cruel treatment.
Article 80	Rights of the Child	• "The state guarantees the rights of children who have disabilities, and ensures their rehabilitation and incorporation into society."	• Affirms general right to rehabilitation and inclusion in society, in part affirming the obligations set forth in CRPD Article 26, Habilitation and Rehabilitation)
Article 81	Rights of the disabled	"The State shall guarantee the health, economic, social, cultural, entertainment, sporting and **education** rights of dwarves and people with disabilities. The state shall provide **work opportunities** to them, in addition to **equipping public utilities and their surrounding environment**. The state guarantees their right to exercise their political rights, and their integration with other citizens in order to achieve the principles of equality, justice and equal opportunities."	• Affirms the right to education work opportunities, sport and culture, among other rights and thus creates the basis for further amplifying rights in HEI, by way of national legislation and regulations and HEI-specific policies. • Disability-specific provision affirming the rights of "dwarves and persons with disabilities." It is likely the only Constitutional provision of its kind anywhere, in that it specifies "dwarves" which, in other legal frameworks, would be encompassed by the term "persons with

					disabilities" or "persons with physical disabilities." It is not clear what advantage this confers, except to underscore that dwarves (better known as "little people" "persons of short stature") are specifically covered. What is unclear, however, is whether this might raise questions as to the inclusion of other sub-groups of persons with disabilities in the provision.
Article 180	Election of Local Councils	•	Specifies "**proper" representation of persons with disabilities** in the election of **local councils**.	•	While not specifying the number or percentage of persons with disabilities, the provision does call for representation by persons with disabilities at the local council level. • The measure falls within one elements of compliance with CRPD Article 29.
Article 214	National Councils	•	Establishes legal recognition of, among other councils, the **National Council for Persons with Disability**.	•	Insofar as the National Council for Persons with Disability is independent, it falls within the parameters of Article 33(2) of the CRPD (requiring an independent national monitoring mechanism). • It appears that, in practice, the National Council is serving the role of an Article 33(1) governmental body (requiring a governmental body or bodies to verse CRPD implementation).
Article 244	Representation for youth, Christians, **disabled persons**.	•	Provides for **representation of disabled persons**, among other groups, in the first House of Representatives following the adoption of the Constitution, and in a manner specified by law.	•	Positive measure to ensure representation by persons with disabilities in the legislature. • Applies a measure that supports implementation of CRPD Article 29, Participation in political and public life.

ANNEX VII: MARRAKESH TREATY OVERVIEW

The 2013 Marrakesh Treaty (**Marrakesh Treaty** to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled)[45] is an international copyright treaty. It aims to reduce the global shortage of print materials in special accessible formats for persons who blind, visually impaired or have other print disabilities, such as physical limitations that prevent holding a book. The treaty was adopted to address copyright restrictions that severely limit access to accessible formats of the more than one million books published worldwide every year. The Marrakesh Treaty addresses this gap by providing, with appropriate safeguards, that copyright restrictions should not impede the creation and distribution of such special format copies, and by fostering the exchange of such copies internationally.

The Marrakesh Treaty, adopted on June 27, 2013, and currently pending ratification by GOE, includes two core elements designed to promote access to published works for persons with print disabilities. First, it requires every Treaty party to provide an exception or limitation in its national copyright law to copyright holders' exclusive rights of reproduction, distribution, and making available published works to the public, in order to facilitate the availability of books and other printed materials in accessible formats. Second, the Treaty requires that parties allow ``authorized entities" (for example, libraries, or organizations devoted to assisting the visually impaired) to distribute such ``accessible format copies" to other authorized entities and to ``beneficiary persons" (individuals who meet defined criteria for visual or other reading-related impairments) in other countries that are party to the Treaty.

The foregoing provisions to promote access for individuals with print disabilities are paired with safeguards to assure the interests of those holding copyright in the disseminated works. The Treaty keeps the scope of the required exception or limitation within the parameters set by existing international copyright agreements; specifies areas regarding the handling and distribution of accessible format copies in which authorized entities in Treaty parties establish and follow their own practices; limits distribution of accessible format copies to within a party's territory in certain circumstances; and emphasizes that such copies are for the exclusive use of beneficiary persons.

Relevance to Higher Education:

- Ratification of the Marrakesh Treaty by the GOE will facilitate the distribution of accessible formats of print materials to students with disabilities at all levels of education, including higher education.
- On ratification, the GOE will be obliged to provide an exception or limitation to the exclusive rights of reproduction, distribution, and availability of published works. This is especially relevant for HEIs given the necessity of accessing library materials and the practice in Egypt of professors limiting access to their course materials for the purpose of making accessible formats of those materials for students who require them.
- Further, ratification of the Marrakesh Treaty is likely to spur HEIs to better equip their libraries and assistive technologies facilities to meet student demand for accessible materials and, further, to institutionalize the practice of requesting accessible formats as reasonable accommodations and requiring faculty to comply with the institutionalized practice.

[45] See Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled, adopted on June 27, 2013, http://www.wipo.int/wipolex/en/details.jsp?id=13169. For a copy of the Marrakesh Treaty and the status of ratifications, see: http://www.wipo.int/treaties/en/ShowResults.jsp?lang=en&treaty_id=843.

Convention on the Rights of Persons with Disabilities

Preamble

The States Parties to the present Convention,

(a) Recalling the principles proclaimed in the Charter of the United Nations which recognize the inherent dignity and worth and the equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world,

(b) Recognizing that the United Nations, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, has proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind,

(c) Reaffirming the universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination,

(d) Recalling the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the Convention on the Rights of the Child, and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families,

(e) Recognizing that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others,

(f) Recognizing the importance of the principles and policy guidelines contained in the World Program of Action concerning Disabled Persons and in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in influencing the promotion, formulation and evaluation of the policies, plans, programs and actions at the national, regional and international levels to further equalize opportunities for persons with disabilities,

(g) Emphasizing the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development,

(h) Recognizing also that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person,

(i) Recognizing further the diversity of persons with disabilities,

(j) Recognizing the need to promote and protect the human rights of all persons with disabilities, including those who require more intensive support,

(k) Concerned that, despite these various instruments and undertakings, persons with disabilities continue to face barriers in their participation as equal members of society and violations of their human rights in all parts of the world,

(l) Recognizing the importance of international cooperation for improving the living conditions of persons with disabilities in every country, particularly in developing countries,

(m) Recognizing the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and fundamental freedoms and of full participation by persons with disabilities

will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty,
(n) Recognizing the importance for persons with disabilities of their individual autonomy and independence, including the freedom to make their own choices,

(o) Considering that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programs, including those directly concerning them,

(p) Concerned about the difficult conditions faced by persons with disabilities who are subject to multiple or aggravated forms of discrimination on the basis of race, color, sex, language, religion, political or other opinion, national, ethnic, indigenous or social origin, property, birth, age or other status,

(q) Recognizing that women and girls with disabilities are often at greater risk, both within and outside the home of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation,

(r) Recognizing that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child,

(s) Emphasizing the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities,

(t) Highlighting the fact that the majority of persons with disabilities live in conditions of poverty, and in this regard recognizing the critical need to address the negative impact of poverty on persons with disabilities,

(u) Bearing in mind that conditions of peace and security based on full respect for the purposes and principles contained in the Charter of the United Nations and observance of applicable human rights instruments are indispensable for the full protection of persons with disabilities, in particular during armed conflicts and foreign occupation,

(v) Recognizing the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms,

(w) Realizing that the individual, having duties to other individuals and to the community to which he or she belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the International Bill of Human Rights,

(x) Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities,

(y) Convinced that a comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities will make a significant contribution to redressing the profound social disadvantage of persons with disabilities and promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries,

Have agreed as follows:

Article 1
Purpose

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 2
Definitions

For the purposes of the present Convention:

"Communication" includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;

"Language" includes spoken and signed languages and other forms of non-spoken languages;

"Discrimination on the basis of disability" means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;

"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;

"Universal design" means the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Article 3
General principles

The principles of the present Convention shall be:

(a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;

(b) Non-discrimination;

(c) Full and effective participation and inclusion in society;

(d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;

(e) Equality of opportunity;

(f) Accessibility;

(g) Equality between men and women;

(h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4
General obligations

1. States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake:

(a) To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;

(b) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;

(c) To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programs;

(d) To refrain from engaging in any act or practice that is inconsistent with the present Convention and to ensure that public authorities and institutions act in conformity with the present Convention;

(e) To take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise;

(f) To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;

(g) To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;

(h) To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;

(i) To promote the training of professionals and staff working with persons with disabilities in the rights recognized in this Convention so as to better provide the assistance and services guaranteed by those rights.

2. With regard to economic, social and cultural rights, each State Party undertakes to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law.

3. In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

4. Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of persons with disabilities and which may be contained in the law of a State Party or international law in force for that State. There shall be no restriction upon or derogation from any of the human rights and fundamental freedoms recognized or existing in any State Party to the present Convention pursuant to law, conventions, regulation or custom on the pretext that the present Convention does not recognize such rights or freedoms or that it recognizes them to a lesser extent.

5. The provisions of the present Convention shall extend to all parts of federal states without any limitations or exceptions.

Article 5
Equality and non-discrimination

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

Article 6
Women with disabilities

1. States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.

2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

Article 7
Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

Article 8
Awareness-raising

1. States Parties undertake to adopt immediate, effective and appropriate measures:

(a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;

(b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;

(c) To promote awareness of the capabilities and contributions of persons with disabilities.

2. Measures to this end include:

(a) Initiating and maintaining effective public awareness campaigns designed:

(i) To nurture receptiveness to the rights of persons with disabilities;
(ii) To promote positive perceptions and greater social awareness towards persons with disabilities;
(iii) To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labor market;

(b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;

(c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;

(d) Promoting awareness-training programs regarding persons with disabilities and the rights of persons with disabilities.

Article 9
Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

(a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

(b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:

(a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;

(b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;

(c) Provide training for stakeholders on accessibility issues facing persons with disabilities;

(d) Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;

(e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;

(f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;

(g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;

(h) Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Article 10
Right to life

States Parties reaffirm that every human being has the inherent right to life and shall take all necessary measures to ensure its effective enjoyment by persons with disabilities on an equal basis with others.

Article 11
Situations of risk and humanitarian emergencies

States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

Article 12
Equal recognition before the law

1. States Parties reaffirm that persons with disabilities have the right to recognition everywhere as persons before the law.

2. States Parties shall recognize that persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life.

3. States Parties shall take appropriate measures to provide access by persons with disabilities to the support they may require in exercising their legal capacity.

4. States Parties shall ensure that all measures that relate to the exercise of legal capacity provide for appropriate and effective safeguards to prevent abuse in accordance with international human rights law. Such safeguards shall ensure that measures relating to the exercise of legal capacity respect the rights, will and preferences of the person, are free of conflict of interest and undue influence, are proportional and tailored to the person's circumstances, apply for the shortest time possible and are subject to regular review by a competent, independent and impartial authority or judicial body. The safeguards shall be proportional to the degree to which such measures affect the person's rights and interests.

5. Subject to the provisions of this article, States Parties shall take all appropriate and effective measures to ensure the equal right of persons with disabilities to own or inherit property, to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit, and shall ensure that persons with disabilities are not arbitrarily deprived of their property.

Article 13
Access to justice

1. States Parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age-appropriate accommodations, in order to facilitate their effective role as direct and indirect participants, including as witnesses, in all legal proceedings, including at investigative and other preliminary stages.

2. In order to help to ensure effective access to justice for persons with disabilities, States Parties shall promote appropriate training for those working in the field of administration of justice, including police and prison staff.

Article 14

Liberty and security of the person

1. States Parties shall ensure that persons with disabilities, on an equal basis with others:

(a) Enjoy the right to liberty and security of person;

(b) Are not deprived of their liberty unlawfully or arbitrarily, and that any deprivation of liberty is in conformity with the law, and that the existence of a disability shall in no case justify a deprivation of liberty.

2. States Parties shall ensure that if persons with disabilities are deprived of their liberty through any process, they are, on an equal basis with others, entitled to guarantees in accordance with international human rights law and shall be treated in compliance with the objectives and principles of this Convention, including by provision of reasonable accommodation.

Article 15
Freedom from torture or cruel, inhuman or degrading treatment
or punishment

1. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.

2. States Parties shall take all effective legislative, administrative, judicial or other measures to prevent persons with disabilities, on an equal basis with others, from being subjected to torture or cruel, inhuman or degrading treatment or punishment.

Article 16
Freedom from exploitation, violence and abuse

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.

2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.

3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programs designed to serve persons with disabilities are effectively monitored by independent authorities.

4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs.

5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

Article 17
Protecting the integrity of the person

Every person with disabilities has a right to respect for his or her physical and mental integrity on an equal basis with others.

Article 18
Liberty of movement and nationality

1. States Parties shall recognize the rights of persons with disabilities to liberty of movement, to freedom to choose their residence and to a nationality, on an equal basis with others, including by ensuring that persons with disabilities:

(a) Have the right to acquire and change a nationality and are not deprived of their nationality arbitrarily or on the basis of disability;

(b) Are not deprived, on the basis of disability, of their ability to obtain, possess and utilize documentation of their nationality or other documentation of identification, or to utilize relevant processes such as immigration proceedings, that may be needed to facilitate exercise of the right to liberty of movement;

(c) Are free to leave any country, including their own;

(d) Are not deprived, arbitrarily or on the basis of disability, of the right to enter their own country.

2. Children with disabilities shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.

Article 19
Living independently and being included in the community

States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

(a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;

(b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;

(c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 20
Personal mobility

States Parties shall take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities, including by:

(a) Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost;

(b) Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries, including by making them available at affordable cost;

(c) Providing training in mobility skills to persons with disabilities and to specialist staff working with persons with disabilities;

(d) Encouraging entities that produce mobility aids, devices and assistive technologies to take into account all aspects of mobility for persons with disabilities.

Article 21
Freedom of expression and opinion, and access to information

States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

(a) Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost;

(b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;

(c) Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities;

(d) Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities;

(e) Recognizing and promoting the use of sign languages.

Article 22
Respect for privacy

1. No person with disabilities, regardless of place of residence or living arrangements, shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence or other types of communication or to unlawful attacks on his or her honor and reputation. Persons with disabilities have the right to the protection of the law against such interference or attacks.

2. States Parties shall protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others.

Article 23
Respect for home and the family

1. States Parties shall take effective and appropriate measures to eliminate discrimination against persons with disabilities in all matters relating to marriage, family, parenthood and relationships, on an equal basis with others, so as to ensure that:

(a) The right of all persons with disabilities who are of marriageable age to marry and to found a family on the basis of free and full consent of the intending spouses is recognized;

(b) The rights of persons with disabilities to decide freely and responsibly on the number and spacing of their children and to have access to age-appropriate information, reproductive and family planning education are recognized, and the means necessary to enable them to exercise these rights are provided;

(c) Persons with disabilities, including children, retain their fertility on an equal basis with others.

2. States Parties shall ensure the rights and responsibilities of persons with disabilities, with regard to guardianship, wardship, trusteeship, adoption of children or similar institutions, where these concepts exist in national legislation; in all cases the best interests of the child shall be paramount. States Parties shall render appropriate assistance to persons with disabilities in the performance of their child-rearing responsibilities.

3. States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realizing these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.

4. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. In no case shall a child be separated from parents on the basis of a disability of either the child or one or both of the parents.

5. States Parties shall, where the immediate family is unable to care for a child with disabilities, undertake every effort to provide alternative care within the wider family, and failing that, within the community in a family setting.

Article 24
Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

(c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

(c) Reasonable accommodation of the individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 25
Health

States Parties recognize that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation. In particular, States Parties shall:

(a) Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programs as provided to other persons, including in the area of sexual and reproductive health and population-based public health programs;

(b) Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;

(c) Provide these health services as close as possible to people's own communities, including in rural areas;

(d) Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of ethical standards for public and private health care;

(e) Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner;

(f) Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.

Article 26
Habilitation and rehabilitation

1. States Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life. To that end, States Parties shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programs,

particularly in the areas of health, employment, education and social services, in such a way that these services and programs:

(a) Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;

(b) Support participation and inclusion in the community and all aspects of society, are voluntary, and are available to persons with disabilities as close as possible to their own communities, including in rural areas.

2. States Parties shall promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services.

3. States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation.

Article 27
Work and employment

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

(a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;

(b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favorable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

(c) Ensure that persons with disabilities are able to exercise their labor and trade union rights on an equal basis with others;

(d) Enable persons with disabilities to have effective access to general technical and vocational guidance programs, placement services and vocational and continuing training;

(e) Promote employment opportunities and career advancement for persons with disabilities in the labor market, as well as assistance in finding, obtaining, maintaining and returning to employment;

(f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;

(g) Employ persons with disabilities in the public sector;

(h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programs, incentives and other measures;

(i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;

(j) Promote the acquisition by persons with disabilities of work experience in the open labor market;

(k) Promote vocational and professional rehabilitation, job retention and return-to-work programs for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labor.

Article 28
Adequate standard of living and social protection

1. States Parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability.

2. States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures:

(a) To ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs;

(b) To ensure access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programs and poverty reduction programs;

(c) To ensure access by persons with disabilities and their families living in situations of poverty to assistance from the State with disability-related expenses, including adequate training, counselling, financial assistance and respite care;

(d) To ensure access by persons with disabilities to public housing programs;

(e) To ensure equal access by persons with disabilities to retirement benefits and programs.

Article 29
Participation in political and public life

States Parties shall guarantee to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others, and shall undertake to:

(a) Ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others, directly or through freely chosen representatives, including the right and opportunity for persons with disabilities to vote and be elected, inter alia, by:

(i) Ensuring that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use;

(ii) Protecting the right of persons with disabilities to vote by secret ballot in elections and public referendums without intimidation, and to stand for elections, to effectively hold office and perform all public functions at all levels of government, facilitating the use of assistive and new technologies where appropriate;

(iii) Guaranteeing the free expression of the will of persons with disabilities as electors and to this end, where necessary, at their request, allowing assistance in voting by a person of their own choice;

(b) Promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with others, and encourage their participation in public affairs, including:

(i) Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties;

(ii) Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.

Article 30
Participation in cultural life, recreation, leisure and sport

1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:

(a) Enjoy access to cultural materials in accessible formats;

(b) Enjoy access to television programs, films, theatre and other cultural activities, in accessible formats;

(c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.

2. States Parties shall take appropriate measures to enable persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.

3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.

5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:

(a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;

(b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;

(c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;

(d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;

(e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Article 31
Statistics and data collection

1. States Parties undertake to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention. The process of collecting and maintaining this information shall:

(a) Comply with legally established safeguards, including legislation on data protection, to ensure confidentiality and respect for the privacy of persons with disabilities;

(b) Comply with internationally accepted norms to protect human rights and fundamental freedoms and ethical principles in the collection and use of statistics.

2. The information collected in accordance with this article shall be disaggregated, as appropriate, and used to help assess the implementation of States Parties' obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.

3. States Parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.

Article 32
International cooperation

1. States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular organizations of persons with disabilities. Such measures could include, inter alia:

(a) Ensuring that international cooperation, including international development programs, is inclusive of and accessible to persons with disabilities;

(b) Facilitating and supporting capacity-building, including through the exchange and sharing of information, experiences, training programs and best practices;

(c) Facilitating cooperation in research and access to scientific and technical knowledge;

(d) Providing, as appropriate, technical and economic assistance, including by facilitating access to and sharing of accessible and assistive technologies, and through the transfer of technologies.

2. The provisions of this article are without prejudice to the obligations of each State Party to fulfil its obligations under the present Convention.

Article 33
National implementation and monitoring

1. States Parties, in accordance with their system of organization, shall designate one or more focal points within government for matters relating to the implementation of the present Convention, and shall give due consideration to the establishment or designation of a coordination mechanism within government to facilitate related action in different sectors and at different levels.

2. States Parties shall, in accordance with their legal and administrative systems, maintain, strengthen, designate or establish within the State Party, a framework, including one or more independent mechanisms, as appropriate, to promote, protect and monitor implementation of the present Convention. When designating or establishing such a mechanism, States Parties shall take into account the principles relating to the status and functioning of national institutions for protection and promotion of human rights.

3. Civil society, in particular persons with disabilities and their representative organizations, shall be involved and participate fully in the monitoring process.

Article 34
Committee on the Rights of Persons with Disabilities

1. There shall be established a Committee on the Rights of Persons with Disabilities (hereafter referred to as "the Committee"), which shall carry out the functions hereinafter provided.

2. The Committee shall consist, at the time of entry into force of the present Convention, of twelve experts. After an additional sixty ratifications or accessions to the Convention, the membership of the Committee shall increase by six members, attaining a maximum number of eighteen members.

3. The members of the Committee shall serve in their personal capacity and shall be of high moral standing and recognized competence and experience in the field covered by the present Convention. When nominating their candidates, States Parties are invited to give due consideration to the provision set out in article 4.3 of the present Convention.

4. The members of the Committee shall be elected by States Parties, consideration being given to equitable geographical distribution, representation of the different forms of civilization and of the principal legal systems, balanced gender representation and participation of experts with disabilities.

5. The members of the Committee shall be elected by secret ballot from a list of persons nominated by the States Parties from among their nationals at meetings of the Conference of States Parties. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The initial election shall be held no later than six months after the date of entry into force of the present Convention. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit the nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating the State Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

7. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election once. However, the term of six of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these six members shall be chosen by lot by the chairperson of the meeting referred to in paragraph 5 of this article.

8. The election of the six additional members of the Committee shall be held on the occasion of regular elections, in accordance with the relevant provisions of this article.

9. If a member of the Committee dies or resigns or declares that for any other cause she or he can no longer perform her or his duties, the State Party which nominated the member shall appoint another expert possessing the qualifications and meeting the requirements set out in the relevant provisions of this article, to serve for the remainder of the term.

10. The Committee shall establish its own rules of procedure.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention, and shall convene its initial meeting.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

13. The members of the Committee shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 35
Reports by States Parties

1. Each State Party shall submit to the Committee, through the Secretary-General of the United Nations, a comprehensive report on measures taken to give effect to its obligations under the present Convention and on the progress made in that regard, within two years after the entry into force of the present Convention for the State Party concerned.

2. Thereafter, States Parties shall submit subsequent reports at least every four years and further whenever the Committee so requests.

3. The Committee shall decide any guidelines applicable to the content of the reports.

4. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports, repeat information previously provided. When preparing reports to the Committee, States Parties are invited to consider doing so in an open and transparent process and to give due consideration to the provision set out in article 4.3 of the present Convention.

5. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 36
Consideration of reports

1. Each report shall be considered by the Committee, which shall make such suggestions and general recommendations on the report as it may consider appropriate and shall forward these to the State Party concerned. The State Party may respond with any information it chooses to the Committee. The Committee may request further information from States Parties relevant to the implementation of the present Convention.

2. If a State Party is significantly overdue in the submission of a report, the Committee may notify the State Party concerned of the need to examine the implementation of the present Convention in that State Party, on the basis of reliable information available to the Committee, if the relevant report is not submitted within three months following the notification. The Committee shall invite the State Party concerned to participate in such examination. Should the State Party respond by submitting the relevant report, the provisions of paragraph 1 of this article will apply.

3. The Secretary-General of the United Nations shall make available the reports to all States Parties.

4. States Parties shall make their reports widely available to the public in their own countries and facilitate access to the suggestions and general recommendations relating to these reports.

5. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, funds and programs of the United Nations, and other competent bodies, reports from States Parties in order to address a request or indication of a need for technical advice or assistance contained therein, along with the Committee's observations and recommendations, if any, on these requests or indications.

Article 37
Cooperation between States Parties and the Committee

1. Each State Party shall cooperate with the Committee and assist its members in the fulfilment of their mandate.

2. In its relationship with States Parties, the Committee shall give due consideration to ways and means of enhancing national capacities for the implementation of the present Convention, including through international cooperation.

Article 38
Relationship of the Committee with other bodies

In order to foster the effective implementation of the present Convention and to encourage international cooperation in the field covered by the present Convention:

(a) The specialized agencies and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite specialized agencies and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee, as it discharges its mandate, shall consult, as appropriate, other relevant bodies instituted by international human rights treaties, with a view to ensuring the consistency of their respective reporting guidelines, suggestions and general recommendations, and avoiding duplication and overlap in the performance of their functions.

Article 39
Report of the Committee

The Committee shall report every two years to the General Assembly and to the Economic and Social Council on its activities, and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

Article 40
Conference of States Parties

1. The States Parties shall meet regularly in a Conference of States Parties in order to consider any matter with regard to the implementation of the present Convention.

2. No later than six months after the entry into force of the present Convention, the Conference of the States Parties shall be convened by the Secretary-General of the United Nations. The subsequent meetings shall be convened by the Secretary-General of the United Nations biennially or upon the decision of the Conference of States Parties.

Article 41
Depositary

The Secretary-General of the United Nations shall be the depositary of the present Convention.

Article 42
Signature

The present Convention shall be open for signature by all States and by regional integration organizations at United Nations Headquarters in New York as of 30 March 2007.

Article 43
Consent to be bound

The present Convention shall be subject to ratification by signatory States and to formal confirmation by signatory regional integration organizations. It shall be open for accession by any State or regional integration organization which has not signed the Convention.

Article 44
Regional integration organizations

1. "Regional integration organization" shall mean an organization constituted by sovereign States of a given region, to which its member States have transferred competence in respect of matters governed by this Convention. Such organizations shall declare, in their instruments of formal confirmation or accession, the extent of their competence with respect to matters governed by this Convention. Subsequently, they shall inform the depositary of any substantial modification in the extent of their competence.

2. References to "States Parties" in the present Convention shall apply to such organizations within the limits of their competence.

3. For the purposes of article 45, paragraph 1, and article 47, paragraphs 2 and 3, any instrument deposited by a regional integration organization shall not be counted.
4. Regional integration organizations, in matters within their competence, may exercise their right to vote in the Conference of States Parties, with a number of votes equal to the number of their member States that are Parties to this Convention. Such an organization shall not exercise its right to vote if any of its member States exercises its right, and vice versa.

Article 45
Entry into force

1. The present Convention shall enter into force on the thirtieth day after the deposit of the twentieth instrument of ratification or accession.

2. For each State or regional integration organization ratifying, formally confirming or acceding to the Convention after the deposit of the twentieth such instrument, the Convention shall enter into force on the thirtieth day after the deposit of its own such instrument.

Article 46
Reservations

1. Reservations incompatible with the object and purpose of the present Convention shall not be permitted.

2. Reservations may be withdrawn at any time.

Article 47
Amendments

1. Any State Party may propose an amendment to the present Convention and submit it to the Secretary-General of the United Nations. The Secretary-General shall communicate any proposed amendments to States Parties, with a request to be notified whether they favor a conference of States Parties for the purpose of considering and deciding upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favor such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of two thirds of the States Parties present and voting shall be submitted by the Secretary-General to the General Assembly for approval and thereafter to all States Parties for acceptance.

2. An amendment adopted and approved in accordance with paragraph 1 of this article shall enter into force on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment. Thereafter, the amendment shall enter into force for any State Party on the thirtieth day following the deposit of its own instrument of acceptance. An amendment shall be binding only on those States Parties which have accepted it.

3. If so decided by the Conference of States Parties by consensus, an amendment adopted and approved in accordance with paragraph 1 of this article which relates exclusively to articles 34, 38, 39 and 40 shall enter into force for all States Parties on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment.

Article 48
Denunciation

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. The denunciation shall become effective one year after the date of receipt of the notification by the Secretary-General.

Article 49
Accessible format

The text of the present Convention shall be made available in accessible formats.
Article 50
Authentic texts

The Arabic, Chinese, English, French, Russian and Spanish texts of the present Convention shall be equally authentic.
In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

ANNEX VIII: COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES, GUIDELINES ON TREATY-SPECIFIC DOCUMENT TO BE SUBMITTED BY STATES PARTIES UNDER ARTICLE 35, PARAGRAPH 1, OF THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES, 18 NOV. 2009, UN DOC. CRPD/C/2/3

The Reporting Guidelines that following pertain to the requirements of State reporting in relating to implementation of Article 24. The Government of Egypt, a States Party to the CRPD, will be required to report on its implementation of the CRPD in relation to higher education. While Article 24 is not the only provision pertaining to implementation of the rights to higher education, it provides specific guidance as to State reporting and should be read in the broader context of the Reporting Guidelines for the CRPD as a whole:

Article 24 - Education

This article recognizes the right of persons with disabilities to education on the basis of equal opportunity, ensuring an inclusive education system at all levels and the facilitation of access to lifelong learning.

State Parties should report on:

1. Measures taken to ensure that every child with disabilities has access to early-stage education, and mandatory primary, secondary and higher education
2. Information on the number of boys and girls with disabilities in early-stage education
3. Information on the existing significant differences in the education of boys and girls in the different education levels and whether there are policies and legislation to cater for these differences
4. Legislative and other measures that ensure that schools and materials are accessible and that individualized reasonable accommodation and support required by persons with disabilities is provided to ensure effective education and full inclusion
5. Availability of specific skills-training services for children, adults or teachers who so require in Braille, sign languages, augmentative and alternative communication, mobility and other areas
6. Measures taken for the promotion of the linguistic identity of deaf persons
7. Measures taken to ensure education is delivered in the most appropriate languages, modes, means of communication, and environments for the individual
8. Measures to ensure an adequate training on disability to professionals in the education system, as well as measures to incorporate persons with disabilities in the education team
9. Number and percentage of students with disabilities in tertiary education
10. Number and percentage of students with disabilities by gender and fields of study
11. Reasonable accommodation provisions and other measures to ensure access to lifelong learning education
12. Measures taken by the State to ensure early identification of persons with disabilities and their education needs

ANNEX IX: DISABILITY INCLUSIVE CORPORATE SOCIAL RESPONSIBILITY

CSR Pillar	CSR Activity	Recommended Course of Action
Workplace Related Activities	• Set transparent contractual agreements that include social and disability insurance • Implement safety measures for employees with disabilities such as emergency evacuation procedures & undertake accessibility audits • Engage employees with disabilities in recommending courses of action for operational and HR concerns • Ensure that employee technical and or soft skills training is accessible to employees with disabilities • Provide assistive technology training as needed for employees with disabilities • Ensure that the workspace is an enabling environment for employees with disabilities, including disability accommodations, flexibility, disability awareness for all employees.	• Implement transparent pay system. • Implement genuine plan to meet employment quota system for hiring persons with disabilities (and do not participate in fraudulent employment schedules to satisfy disability quota). • Require disability awareness training for all new employee orientations. • Undertake individualized assessment where an employee with disability requires accommodations • Establish a disability network within the company or disability task force to systematize feedback by employees with disabilities. • Engage local DPOs to undertake workplace disability assessment.
Community Related Activities	• Provide disability trainings for suppliers/distributors • Include micro and small enterprises that are owned by or employ persons with disabilities into the company's supply chain. • Provide services to the surrounding community such as access to employment in the company or contributing to infrastructure development, rehabilitation services	• Include disability awareness in existing training and disability specific programs where appropriate. • Identify potential micro and small enterprises owned by person with disabilities through local DPOs or GOE National Council on Disability. • Ensure that community engagement activities include persons with disabilities. • Ensure that some components of community activities target persons with disabilities as beneficiaries.
Environmental Related Activities	• Design accessible premises • Conduct regular accessibility checks on premises • Develop barrier removal plan.	• Partner with local DPOs to ensure accessible design in new building construction and building alterations. • Hire disability experts to undertake professional accessibility audits and develop barrier removal plans.
Consumer Related Activities	• Include persons with disabilities in consumer product research/testing. • Produce products that are usable by persons with disabilities, following principles of Universal Design. • Provide opportunities for customers with disabilities to provide inputs on the accessibility of products. • Innovate products that can be used by persons with disabilities using principles of Universal Design.	• Identify persons with disabilities through disabled peoples' organizations. • Design accessible website that include clear information on how to register feedback and complaints. • Hire persons with disabilities who can help apply principles of Universal Design in product development. • Identify qualified employees with disabilities through university career development centers and DPOs.

Source: Adapted from ILO, Federation of Egyptian Industries, German University in Cairo, CSR Manual for Egyptian Companies: Step-by-Step Guide for CSR Implementation in Egypt (undated).

ANNEX X: GOOD PRACTICES FOR SUPPORTING STUDENTS WITH DISABILITIES IN CAREER DEVELOPMENT AND EMPLOYMENT SERVICES

CDCs (and related services) good practices:

- Individual assistance with a career professional
- Interviewing and resume writing assistance
- Soft skills (presentation, self-advocacy)
- Recruitment events for full time employment and internships
- Information related to legal rights for persons with disabilities in employment
- Links to sites serving individuals with disabilities
- Information on resources for students and recent graduates offered by the GOE, professional associations and businesses, NGOs/DPOs.

Employer good practices:

- Update position announcements and notify work-based learning coordinators of new positions.
- Work in partnership with HEIs, DPOs, NGOs to proactively develop strategies to encourage students with disabilities to participate in your work environment.
- Educate your staff regarding diversity and disability accommodations in the workplace.

Faculty, staff, administrator good practices:

- Encourage students with disabilities to gain work experiences.
- Invite graduates and professionals with disabilities to speak to students with disabilities.
- Encourage employers to recruit students with disabilities for work opportunities.

Disabled Student Services good practices:

- Encourage students to register and participate in work-based learning programs on campus.
- Be proactive in students' academic and career plans. Let them know how accommodations are provided in the workplace.
- Help campus work-based learning programs recruit and accommodate students with disabilities.

ANNEX XI: ASSISTIVE TECHNOLOGY TRAINING AND CAPACITY DEVELOPMENT FOR HIGHER EDUCATION PERSONNEL

(For Disability Services Staff, Faculty, Students and Faculty with Disabilities and other Stakeholders)

1. DISABILITY AWARENESS

Disability services staff, faculty, students, and faculty with disabilities and other stakeholders can better serve students with disabilities when they are provided with information about assistive technology. Educators and service providers may not be aware of the types of assistive technology available and how this technology can be used to accommodate students. Faculty and administrators may not understand assistive technology, its educational use, and/or its benefits. All stakeholders in the university community should receive information about assistive technology. When universities plan in-service activities centered on technology, disability service support staff, students with disabilities, and faculty and administrators should be invited so they have the chance to hear the same information as the staff. Training that provides information about assistive technology encourages the effective use of assistive technology.

2. PROFESSIONAL EXPERTISE

In many countries, including Egypt, there are no specific standards or accreditation processes for assistive technology providers. Individuals and consultant staff who provide assistive technology services should be qualified to deliver assistive technology services in a safe and effective manner to students with disabilities. Higher education administrators should consider the provider's qualifications (i.e., educational background, experience, years of service, and training). Hiring persons with disabilities who themselves use assistive technology, a good practice seen at some Egyptian universities, should be encouraged.

3. SPECIALIZED TRAINING

Disability support staff, library staff, assistive technology center staff within faculties, and others who are in the direct line of assistive technology service delivery (DPOs and NGOs in some instances) will likely need more intense training. This might include, for example, instruction on setting up and using the device, working with the modifications to the device, learning to troubleshoot problems, and making use of the device to meet students' educational goals. Hands-on training is an essential element. Staff training should be provided on a regular basis, since the field of assistive technology changes rapidly. They will need regular updates on the latest technology; staff development on assistive technology (i.e., bringing in presenters and giving those with expertise time to share their knowledge); and individual time for hands-on skills development with more complex technologies. Conferences, webinars, and online training are also good sources of information.

4. RESOURCE HUBS ON ASSISTIVE TECHNOLGY

Centralized resource hubs that promote awareness of assistive technology, and offer the higher education system assistive technology training and consultation, with a focus on the latest developments, represent a good practice. Centralized expertise could be offered within an existing structure, such as the Center of Knowledge and E-Services within the Supreme Council of Universities, through the expanding Alexandrina Bibliotheca Embassy program, and regional hubs created within existing disability support services at geographically dispersed universities.

ANNEX XII: ILLUSTRATIVE ASSISTIVE TECHNOLOGIES TO ACCOMMODATE STUDENTS WITH DISABILITIES

Requirements	Estimated Cost (USD)	Comments
General Requirements		
Operating System: Microsoft Windows 10		Windows 10 has a built in screen reader called "Narrator," as well as a built in screen magnifier. However many people with visual disabilities prefer specialized software as it is much more user-friendly. Arabic language option is available for Narrator.
MAC Operating System		MAC OS comes equipped with a screen reader called "Voice Over," as well as a Zoom option to magnify information. Arabic language option is available for Voice Over.
Screen Readers		
Jaws Pro	$1,100.00	Arabic language option
Zoom Text Magnifier/Reader		Arabic language option
Info Vox Arabic TTS		
Screen Magnifiers		
Zoom Text Screen Magnifier		.
Note Takers		
Braille Note Touch	$5,495.00	
Recorders		
Olympus Digital Voice RecorderV921	$199.00	
Victor Reader Stream	$395.00	
CCTV Magnifier		
Desk Top CCTV		
Handheld CCTV		
Computer Physical Aids		
One-handed Keyboard		
Tracker Ball		
Apple IOS/ Android Applications		
KNFB Reader	$99.99	"The KNFB Reader is a print to speech application that runs on your iOS or Android mobile device. The app enables the camera to take pictures of printed material, rapidly convert the images into text, and read the text aloud using high quality text-to-speech."
Dragon Dictation	Free	Allows users to dictate what they want to type. Available in Arabic.
Magic		
Big Magnify	Free	Allows users to magnify information on a MAC or Android device. There are many other magnification apps that are free or very inexpensive.
Braille Printers		
Scanners		
Optical Character Recognition		

Kurzweil Optical Character Recognition (OCR)		There are three essential elements to OCR technology—scanning, recognition, and reading text. Initially, a printed document is scanned by a camera. OCR software then converts the images into recognized characters and words. The synthesizer in the OCR system then speaks the recognized text.
FM Systems		
Personal FM Systems		These devices can send a teacher's voice from a wireless microphone worn by the teacher through FM radio waves directly to a small receiver worn by the student with hearing loss.
Translation Services		
		The words of a speaker are transcribed, by an individual using a keyboard, into text displayed on a monitor, screen, or laptop computer, used by the students who are hard of hearing or deaf.
Captioning Services for Video/Audio Productions		
		Provide captioned audio and video production for students who are deaf/hard of hearing to support equal access to content. Students may prefer sign language as opposed to written captions.

ANNEX XIII: DISABILITY INCLUSION IN EMPLOYMENT: COMPANIES IN EGYPT

Member Companies in ILO Egypt Business and Disability Network*	Contact
Americana Middle East	www.americana-group.net
ARAMEX	ww.aramex.com
Cow Trading	www.facebook.com/cowgifts
El Araby	www/elarabygroup.com
Giza for Spinning and Weaving	www.gizaspin.com
Hilton Hotels Hurghada	www.hiltonworldwide.com
L'Oreal	www.loreal.com
McDonald's Egypt	www.aboutmcdonalds.com
Movenpick Resort and Spa – El Gouna	Resort/elgouna@movenpick.com
PepsiCo	www.pepsico.com
Telecom Egypt	
Unilever	www.unilever.com
Vodaphone Egypt	www.vodaphone.com

Note: * These companies, large and small, multinational and local, are employers who are currently practicing disability inclusion in their hiring, and are members of the Egypt Business and Development Network created in 2015.

ANNEX XIV: BENEFITS OF THE ROLE OF PUBLIC PROCUREMENT IN ADVANCING ACCESSIBLE INFORMATION AND COMMUNICATION TECHNOLOGIES IN HIGHER EDUCATION

Public procurement processes are increasingly regarded effective policy tools to promote the accessibility of ICT equipment, software, applications, and services purchased by governments or government-funded programs. These public procurement policies have the added benefit of significant ripple effects into the mainstream consumer ICT market. Assistive technology plays an important role in allowing persons with disabilities to access education at all levels and to enter the job market. The underdevelopment of public procurement policies to address accessibility is recognized and the implementation of CRPD obligations regarding accessible ICTs is creating a push for government reforms. This is an essential element of reform required in order to advance the accessibility of higher education to persons with disabilities in Egypt, and elsewhere.

Good practice models include government procurement in the United States under section 508 of the Rehabilitation Act governing Federal government purchase of accessible electronic and information technology and in the European Union, in accordance with the 2014 revision of the public procurement rules to require accessibility as a consideration in procurement and the 2014 adoption of EN 301 549, an accessibility standard developed to support the public procurement of ICT products and services.

Research undertaken by G3ict suggests a range of significant benefits where government procurement initiatives (e.g., policies, standard setting, practices) advance accessible ICTs:[46]

- Procurement policies that reference international standards support industry's ability to design, build, and sell the same accessible products in multiple global markets, thereby reducing cost to consumers.
- Procurement policies can ensure ICT accessibility both for employees of government agencies and the citizens they serve in that research suggests that persons with disabilities may have better opportunities to secure and retain jobs in the public sector through the availability of accessible technologies at the workplace, resulting in increased productivity and less dependence on public support.
- Accessible ICT policies and practices help to advance inclusive government services to all citizens, thereby supporting the SDGs.
- Governments are large employers and where they invest in accessible ICT products and services, they help to create inclusive workplaces and support the employment of people with disabilities.
- Industry leaders view government accessible ICT requirements as a strong incentive and market driver that provide a significant return on their accessibility investments.
- Industry leaders credit government accessibility requirements in public procurement and standards as creating the impetus for their efforts to make products accessible.
- Companies see incentives to invest in accessibility when they see a significant payoff on their investment.
- Practice shows that some ICT companies strive to show comparative advantage against competitors in winning government contracts by achieving higher levels of accessibility and designing innovative accessibility features in their own products.

[46] G3ict, *CRPD Implementation: Promoting Global Digital Inclusion through ICT Procurement Policies & Accessibility Standards* (Oct. 2015) http://g3ict.org/resource_center/publications_and_reports/p/productCategory_whitepapers/subCat_7/id_339/.

- Industry representatives cite positive ripple effects of inclusive public procurement policies as accessibility is emerging as an important criterion for the procurement of non-government clients and for their consumer products as their customers become more accessibility aware.
- When accessibility features created for large enterprises, individual consumers benefit as the individual consumer cannot demand individually customized products.

ANNEX XV: PwD END-OF-PROJECT PERFORMANCE EVALUATION TIMELINE, FEBRUARY-OCTOBER 2017

Tasks / Deliverables	Estimated Date / Due Date	February				March				April				May				June				July				August					September				October			
		4-9	11-16	18-23	25-2	4-9	11-16	18-23	25-30	1-6	8-13	15-20	22-27	30-4	6-11	14-18	20-25	27-1	3-8	10-15	17-22	24-29	1-6	8-13	15-20	22-27	30-5	5-11	12-17	19-24	27-31	3-7	10-14	17-21	24-28	1-5	8-12	15-19	22-26
1- Team Leader and Co-Team Leader Depart US/Arrives in Egypt	Saturday, February 25, 2017																																						
2a - SIMPLE Team Planning Workshop to Deliver Data Collection Instruments, Field Visits Plan, and Assessment Work Plan and present to USAID at TPM	Sunday, February 26, 2017																																						
2b- SIMPLE Assessment Team submits draft evaluation plan data Collection Instruments, and check lists to USAID	Sunday, March 5, 2017																																						
3- USAID Assessment Team Planning Meeting and USAID provides written "conditional" approval of evaluation plan, protocols and checklists	Monday, March 6, 2017																																						
4- Evaluation Team Revises Data Collection Instruments, (Teams A, B & C) finalizes schedules and interview appointments for site visits	Thursday, March 9, 2017																																						
5- USAID Approval of Design Report/Data Collection Instruments	Monday, March 20, 2017																																						
6a- Data Collection Activities	started 19 March 2017 & (end 22 April)																																						
6b- Team Leader Departs Egypt to US, while engaged	started 7 March 2017 & (end 19 March 2017)																																						
7-Assessment Team Analysis Workshop	25 March, 1, 7, 8-15 April, 2017																																						
8a- Draft Report Writing	17 April - 17 May, 2017																																						
8b- SIMPLE submits summary statement and slide deck of PwD findings and conclusions to USAID (OOB Egypt)	Monday, April 17, 2017																																						
9- Oral Debriefing of Preliminary Findings and Conclusions to USAID	Wednesday, April 19, 2017																																						

Tasks / Deliverables	Estimated Date / Due Date	February				March				April				May				June					July				August					September				October			
		4-9	11-16	18-23	25-2	4-9	11-16	18-23	25-30	1-6	8-13	15-20	22-27	30-4	6-11	14-18	20-25	27-1	3-8	10-15	17-22	24-29	1-6	8-13	15-20	22-27	30-5	5-11	12-17	19-24	27-31	3-7	10-14	17-21	24-28	1-5	8-12	15-19	22-26
10a- Team Leaders Depart	Thursday, April 20, 2017											■																											
10b- Co-Team Leaders Depart	Friday, April 21, 2017											■																											
10c Team leader and Co-Team Leader start a process of producing Annexes and submitting to SIMPLE as produced	Thursday, April 27, 2017												■																										
11- TL Submits to SIMPLE & QED Draft Results Report and Executive Summary including annexes for Review and Comments	Wednesday, May 17, 2017												■	■	■	■																						
12a- SIMPLE submits to QED comments on Draft Results Report and Executive Summary for Review and Comments (OOB WDC) - Simple submits Annexes as they come to Copy Editor	Friday, May 19, 2017															■																						
12b- QED consolidates comments on Draft Results Report and Executive Summary and submits to TL for revision	Wednesday, May 24, 2017															■	■																						
12c- TL reviews Draft Results Report and Executive Summary addressing QED comments & submits to QED	Friday, May 26, 2017																■																						
12d- QED submits Draft Results Report and Executive Summary to Copy Editor, and to Infographics (for quotation only)	Friday, May 26, 2017																■																						
13- QED submits Draft Results Report and Executive Summary to USAID COB WDC	Thursday, June 1, 2017																	■																						
14- USAID Reviews and submits consolidated comments on Draft Results Report and Executive Summary to QED	Thursday, June 22, 2017																	■	■	■	■																		
15- Team Leaders Addresses USAID Comments and Submits revised report to SIMPLE/QED	Thursday, June 29, 2017																					■																	

Tasks / Deliverables	Estimated Date / Due Date	February				March				April				May				June					July				August				September				October			
		4-9	11-16	18-23	25-2	4-9	11-16	18-23	25-30	1-6	8-13	15-20	22-27	30-4	6-11	14-18	20-25	27-1	3-8	10-15	17-22	24-29	1-6	8-13	15-20	22-27	30-5	5-11	12-17	19-24	27-31	3-7	10-14	17-21	24-28	1-5	8-12	15-19	22-26
16- SIMPLE/QED review final report (including executive summary and annexes) and submit to USAID (English Only)	Wednesday, July 5, 2017																						■																
17- USAID approves final report with Statement of Differences (if any) from USAID	Wednesday, July 12, 2017																							■															
18- Translation, Infographics, Printing and Video Taping of final products start	Wednesday, July 12, 2017																							■															
19a- Translate to Arabic both Executive summary and final report (not including annexes), SIMPLE-Service Provider	Sunday, July 30, 2017																								■	■	■	■											
19b- Develop Infographics for approved executive summary (English), SIMPLE/QED - Service Provider.	Thursday, July 27, 2017																									■													
19c- Review & submit Arabic translation of executive summary and report to USAID for approval, SIMPLE	Wednesday, August 2, 2017																										■											
19d- Review & submit infographics representation of the executive summary to USAID for review and comment, SIMPLE	Thursday, August 3, 2017																											■										
19e- Provide written approval of the Arabic translation of the Assessment report and executive summary, USAID to QED	Wednesday, August 23, 2017																											■	■	■								
19f- Provide written approval of the infographics (English), USAID to QED	Thursday, August 24, 2017																														■							
19g- Translate approved English infographics to Arabic, SIMPLE - Service provider	Sunday, September 3, 2017																															■						
19h- Review & Submit Arabic translation of infographics for approval, SIMPLE to USAID	Sunday, September 10, 2017																																■					
19i- Approve Arabic translation of infographics, USAID to QED	Sunday, September 17, 2017																																	■				
19j- Print & submit to USAID executive summary in Arabic	Monday, September 25, 2017																																		■			

Tasks / Deliverables	Estimated Date / Due Date	February				March				April				May				June				July				August				September				October			
		4-9	11-16	18-23	25-2	4-9	11-16	18-23	25-30	1-6	8-13	15-20	22-27	30-4	6-11	14-18	20-25	27-1	3-8	10-15	17-22	24-29	1-6	8-13	15-20	22-27	30-5	5-11	12-17	19-24	27-31	3-7	10-14	17-21	24-28	1-5	8-12	15-19	22-26
braille, SIMPLE - Service Provider																																							
19- Produce & submit to USAID Egyptian Arabic sign language video tape of the Arabic executive summary reading recorded on screen reader friendly CD ROM. SIMPLE - Service Provider	Monday, October 2, 2017																																						
20- SIMPLE Submits Anonymized Datasets and Supporting Technical Documentation to Development Data Library (DDL)	Monday, October 9, 2017																																						
21- QED Posts electronic information products (Deliverable 6) to the DEC	Tuesday, September 19, 2017																																						
22 - Dissemination workshop to MOHE and key stakeholders	Wednesday, October 25, 2017																																						

GLOSSARY OF TERMS[47]

Accessibility: The degree to which the physical environment, transportation, information, and communications, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and in rural areas, are accessible to persons with disabilities.

Accessibility Audit: Monitoring method that assesses the degree to which the physical environment, transportation, information, and communications, including information and communications technologies and systems, and/or other facilities and services are accessible to persons with disabilities. Accessibility audits are context-specific and may assess one or more dimensions of access. In this assessment, a barrier removal accessibility audit was performed to assess physical access at universities and technical colleges, and a web content accessibility audit was undertaken to assess online accessibility of university websites and e-learning platforms.

Accommodation: See "Reasonable Accommodation"

Adjustment: See "Reasonable Accommodation"

Assistive Technology Device: Any item, piece of equipment or product system, whether acquired commercially, modified, or customized that is used to increase, maintain, or improve functional capabilities of persons with disabilities (e.g., screen reading software that enables a blind individual to access text in an audible format through synthesized speech outputs).

Assistive Technology Service: Any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device (e.g., training an individual with visual impairment to use built-in computer accessibility tools, such as text enlargement).

Auxiliary Aids and Services: Devices and services to improve access to and participation in a given activity for an individual with a disability. They may include services and devices such as qualified interpreters on-site or through video remote interpreting (VRI) services; note takers; real-time computer-aided transcription services; written materials; exchange of written notes; and telephone handset amplifiers; among others.

Barriers: Those aspects of society that intentionally or unintentionally exclude people with disabilities from full participation and inclusion in society. Barriers can be physical, informational, legal, institutional, environmental, attitudinal, etc.

Braille: A system of writing for the blind consisting of raised dots that can be interpreted by touch. Each dot or group of dots represents a letter, numeral, or punctuation mark.

Built Environment: That which is commissioned, designed, constructed, and managed for use by people, and which includes external and internal environments and any component, facility, or product that is a fixed part of them.

[47] The disability-related terms are defined consistent with definitions drawn from the Convention on the Rights of Persons with Disabilities (CRPD) and related instruments and resources reflecting a rights-based, social model of disability. For additional guidance on terminology and disability-rights approaches to language, see USAID, Empowerment and Inclusion Division, Center of Excellence on Democracy, Human Rights, and Governance and Employees with Disabilities Resource Group, "Disability Communication Tips," file:///C:/Users/JanetELord/Downloads/Copy%20of%20Disability%20Communications%20Tips_508%20(1).pdf.

Communication: Includes languages, display of text, braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader, and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology.

Convention on the Rights of Persons with Disabilities (CRPD) (adopted 2006; entered into force 2007): The first legally binding international human rights convention prohibiting discrimination against persons with disabilities, and obligating governments to take steps to advance the equality of persons with disabilities. It creates an obligation to provide reasonable accommodation to an individual with a disability where required to facilitate inclusion; covers all categories of rights; and imposes obligations in relation to accessibility, participation, autonomy, and awareness-raising.

Disability: The result of the process of disablement. This occurs when people with impairments experience barriers to their full participation in society and their recognition, enjoyment, or exercise of human rights and fundamental freedoms in the civil, political, economic, social, cultural, or any other field.

Disabled People's Organization (DPO): A non-governmental organization managed and led by people with disabilities.

Disability Symbol: Icons denoting important accessibility information designed in consultation with persons with disabilities. Such icons are used in signage and other informational material.

Gender: The characteristic of being male or female, based on social and cultural norms, rather than biological. Contrast with "sex."

Impairment: A concept that encompasses the full and diverse range of functional impairments, including physical, sensory, neurological, psychiatric, and intellectual—all of which may be permanent, intermittent, temporary, or perceived as impairment by society, but not necessarily by individuals.

Inclusion: Ongoing process of identifying and dismantling barriers that inhibit full participation, whether in the workplace, school, community, or elsewhere in society, and undertaking measures to facilitate full participation of persons with disabilities.

Inclusive Design: A process whereby designers, manufacturers, and service providers ensure that their products and environments address the widest possible audience, irrespective of age or ability.

Information and Communication Technologies (ICTs): Generic term for a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. With regard to persons with disabilities, these technologies include, for instance, braille printers, screen reading software, scanning machines, and voice recorders.

ILO Code of Practice on Managing Disability in the Workplace, 2002: Non-binding instrument intended to serve as a guide to employers (and others) in adopting a positive and inclusive approach to managing disability in the workplace.

Marrakesh Treaty – Entitled "Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled:" International copyright treaty that aims to reduce the global shortage of print materials in special accessible formats

for persons who are blind, visually impaired, or have other print disabilities, such as physical limitations that prevent holding a book.

Medical Model: An attitude toward disability that assumes it is a health problem, and emphasizes the "sickness" of the disability. Rather than emphasizing the whole society's responsibility to fully integrate people with disabilities, the medical model transfers responsibility to the medical profession to "fix" disabilities.

Physical Accessibility: A characteristic of the built environment, the quality of which is dependent on usability. That is, the means of access to, in and within the environment, which can be determined by measurement or other agreed means.

Print Disability: The inaccessibility of printed material for an individual with visual, physical, perceptual, developmental, cognitive, or learning impairment.

Reasonable Accommodation: When needed in a particular case, necessary and appropriate modification and adjustments that do not impose a disproportionate or undue burden ensure that persons with disabilities enjoy or exercise all human rights and fundamental freedoms on an equal basis with others.

Screen Reader: Generic term for software application which, rather than presenting web content visually, converts text into 'synthesized speech' allowing user to alternatively listen to content. Interpretations are then synthesized to the user with text-to-speech, sound icons, or a braille output device.

Social Model of Disability - Social/cultural model of disability: A rights-based approach to disability that understands disability as a social construct, not an inherent quality. In other words, "disability" is not something that people possess, nor is it inherent in a person or group; rather, it is the inability of society to recognize differences and remove barriers that inhibit the full inclusion and participation of people with disabilities. The social model emphasizes the removal of societal barriers (environmental, institutional, and attitudinal) that exclude people with disabilities.

Universal Design: The design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" does not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Web Accessibility: The inclusive practice of removing barriers that prevent interaction with, or access to websites, by people with disabilities. When sites are correctly designed, developed, and edited, all users have equal access to information and functionality.

BIOGRAPHIES

Janet E. Lord is an international lawyer specializing in the human rights of persons with disabilities and inclusive development. She is a senior research fellow at the Harvard Law School Project on Disability. As legal advisor to Disabled Peoples International, she participated in all of the negotiations for the Convention on the Rights of Persons with Disabilities (CRPD), and provided legal counsel to the UN and several lead governments throughout the process. She has worked in more than 40 countries providing technical assistance on a wide range of human rights and inclusive development projects. In addition to her work around the world to advance implementation of international disability rights standards, she has worked on human rights law reform, the establishment and strengthening of human rights institutions, building civil society legal advocacy, and inclusive electoral process reform for marginalized groups. She consults frequently on human rights and inclusive development for USAID, the World Bank, UN agencies, and other international organizations. She holds degrees from Kenyon College (BA), the University of Edinburgh (Scotland) (LLB; LLM), and the George Washington University Law School (LLM in International and Comparative Law). She is a member of the New York bar, and currently serves on the boards of the US International Council on Disabilities (USICD) and Amnesty International USA. She teaches international human rights law and disability at the American University Washington College of Law, and health and human rights law at the University of Maryland, Francis King Carey School of Law. She may be contacted at janetelord@aol.com.

Allison deFranco is an international human rights lawyer who has worked with disabled people's organizations and governments in over 30 countries to promote disability rights. Her recent work includes conducting an assessment of disability inclusion in UNDP programs; working with disability groups in Myanmar to establish the first national level cross-disability organization; developing a UN Disability Rights toolkit for law and policy makers in Africa; conducting an evaluation of Armenia's inclusive education law and policy framework; and facilitating trainings for government and civil society organizations on reporting obligations to the CRPD Committee. Dr. deFranco has authored various publications related to human rights and inclusive development of persons with disabilities. She holds a J.D. with a Disability Law and Policy Certificate, as well as a M.S. Ed with a disability studies certificate from Syracuse University. She also has a B.A. in Rhetoric from Bates College. She can be contacted at defrancs15@gmail.com.

Nadia Adib Bamieh, a consultant in Special Education, has completed national and international consultancies in Egypt and abroad on Inclusive Education and Education for All. She has several degrees in the field of special education: a BS from Illinois State University (USA), an MA from the University of North Florida (USA), and a Ph.D. from the University of Florida (USA). She has experience in educational diagnosis, assessment and programming for students with disabilities, and working with teachers in school settings. Dr. Bamieh participated in developing the First Five-Year National Strategic Education Plan for Inclusion of Students with Disabilities (Egypt, 2007-2012). She also co-authored "Inclusive Education in Egypt: Equity and Quality," in *The Right to Inclusive Education in International Human Rights Law* (pending); "Egypt," in *African Disability Yearbook* (University of Pretoria, South Africa, 2014); and *Manual for Scout Leaders working with Children with Mental Disability* (2005). Dr. Bamieh is currently Chairperson of the NAS Foundation for Persons with Disabilities and Chairperson of Very Special Arts/ Egypt. She can be contacted at nadiaadibbamieh@gmail.com.

Abdel Hamid Kabesh is a rehabilitation medical doctor. He has worked for more than 40 years in the areas of early detection, early intervention, physical therapy, rehabilitation, inclusive education, community based rehabilitation, inclusive development, and the rights and empowerment of persons with disabilities. He has vast experience in needs assessment, strategic planning, implementation,

management, and monitoring and evaluation of projects and programs. He has worked with the Egyptian ministries of health, education, and higher education and scientific research, and with NGOs, INGOs (Handicap International and Islamic Relief), and UN organizations (WHO, UNICEF, ILO, and UNDP).

Mostafa Attia is currently a second year PhD student and researcher as well as teaching assistant at the School of Sociology and Social Policy at the University of Leeds, UK. He is conducting research on the impact of both the Egyptian revolution and Sustainable Development Goals (SDG) on disability politics in Egypt. He obtained his M.A. in Disability Studies in 2009 from the University of Leeds, and a Public Policy and Child Rights Diploma in 2012 from Cairo University in cooperation with Erasmus University, Netherlands. Mr. Attia was a board member of National Council for Disability Affairs in Egypt from 2012-2015, the Disability Assistant Coordinator of the National Council for Childhood and Motherhood in 2004, and engaged in policy discussions on the first draft of the Egyptian Disability Law. He can be contacted at mostafa_kamal111@yahoo.com.

Amira Ayman El Refaei is a Disability Officer consultant at the Ministry of Social Solidarity in Egypt. She worked on coordinating the first education experience for deaf and hard-of-hearing students at the Faculty of Specific Education at six Egyptian universities in 2015/2016 and 2016/2017. Previously, she worked at Misr El Kheir Foundation (a leading local NGOs in Egypt) on several disability projects that aimed to introduce new fields of education, such as prosthetics and orthotics, occupational, recreational and vocational therapists, and other disability support studies that are needed in the Egyptian market. Ms. El Refaei holds a Master's Degree in Public Administration with a specialization in public sector reform and a Bachelor of Arts in Political Science.

Nadia Abdallah is a lawyer and legal consultant for DPOs and NGOs working in the field of disability. She works as a protection officer, and is a member of the technical committee at the National Council for Disability Affairs. She heads the Egyptian Association for the Rights of the Deaf, an advocate for the rights of persons with hearing disability. She is a sign language interpreter, an Egyptian and Arabic sign language trainer, and head of the syndicate of sign language interpreters.

Nadia Elarabi has a Ph.D. in Education, Mental Health from Ain Shams University. Her studies in counseling psychology using art therapy has sharpened her skills and qualifications in mental health, special education studies, leadership, personality, teacher training, and counseling programs for groups and individuals. She was one of the first people to organize public art exhibitions for artists with disabilities in Egypt. Nadia graduated from Fine Arts College, Helwan University in 1985.

Mahasen Elsayed is an activist and campaigner for persons with disabilities. She graduated from the Faculty of Science, and obtained a Certificate of Clinical Competence (CCC) in Speech Pathology from the Faculty of Medicine, Ain Shams University. She has worked with children with Cerebral Palsy in a national society, and advocated for their rights. Under her guidance, those students were the first to enroll and graduate from Egyptian universities. She was awarded a Master's degree in Learning Difficulties and Dyslexia from Hornsby Institute, England, and now works on accessibility issues, physical infrastructure, and information and communications. She can be reached at sonyaelsayed@gmail.com.

Nesma Gad is an influential member of a leading non-profit organization, the "Helm Foundation," which empowers people with disabilities in Egypt. As an M&E and R&D consultant, she actively participated in the design and monitoring and evaluation of several projects on employment and accessibility for people with disabilities. Among these projects is "Entaleq," the first project in Egypt that helped 300+ locations become accessible. Nesma is also a Senior M&E Specialist at the Ministry of International Cooperation of Egypt, where she has led major evaluations of Official Development Assistance (ODA) funded projects, and contributed to several institutional reform initiatives in ODA

management. She holds a B.Sc. in Economics from Cairo University, a Masters in Finance and Economics from the University of Warwick (UK) and is currently a PhD candidate in Economics at Cairo University.

Philip Habib has been an assistive technology specialist for over 17 years. He is the training manager at Edu Foundation. He provides individualized adaptive technology training, as well as product and training needs assessment. He is a consultant in the field of rehabilitation of blind and low vision students, and assists in the development of new business opportunities for people with visual disability.

Jehan Farouk Hassan is a Specialist in Rights-Based and Advocacy Campaign Approaches for persons with disability, women, youth, farmers, and street children on the local and national levels. She graduated from Alexandria University. She has a legislative fellowship from the United States, and a scholarship in Women Management and Leadership from the US embassy. She has worked for many international organizations in Egypt in the areas of the political participation of persons with disability, governance and local administration, and gender. She is a certified researcher and trainer (UN Habitat) and has worked as a consultant with many organizations on the national and international levels. She has strong skills in strategic relationship and origination development with governmental and non-governmental institutions. She can be contacted at Jehanabed15@gmail.com.

Menat Hussein is a Conditionality and Health Affairs Officer at the Ministry of Social Solidarity. She currently works on the national project, "Takafoul and Karama," a conditioned cash transfer to ensure beneficiaries' rights in attaining education and access to health care. Prior to that, she worked at Misr El Kheir Foundation (a leading local NGO in Egypt) where she introduced the first prosthetic and orthotic technicians (Category 2) to the Egyptian market in collaboration with one of the leading German institutes. She has also worked as a teaching assistant at The Arab Academy for Science, Technology, and Maritime Transport in the Marketing and International Business department. Ms. Hussein holds an MBA in International Business. She can be contacted at menat.hussein@gmail.com.

Heba Kholeif holds an MA in the management of special education in developing countries from the University of Birmingham. She worked on the assessment as a team member, helping to compile the data collection tools, data collection through field work, as well as data analysis. Her work on this project also focused on assessing the available assistive technology, and compiling a list of needed assistive technologies in different universities. She worked at the Alexandria library (Bibliotheca Alexandrina) for 16 years, during which she contributed to establishing the Taha Hussein library for the visually impaired. She was involved in selecting appropriate assistive technology, developing and running staff/users training, consulting for other agencies in the field, and adapting new standards to ensure information access to visually impaired users. She was further involved in establishing and managing the first early intervention unit for children with multiple disabilities in Alexandria, which resulted in educating 23 children and their families about their children's disabilities. She can be contacted at heba.kholeif@bibalex.org.

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