

PACES Newsletter No. 7

Issued: 31st of March 2021

The overall aim of the PACES project is to progress and set up a programme of initiatives in universities in Egypt and Morocco to support the modernization of higher education by developing Accessibility Centres (static, mobile and virtual) that will enable students with disabilities (SwD) to access Assistive Technology (AT) and support services such as counselling and peer support. Through these centres SwD and the Employer/HEI network SwD will be able to gain employability and transition skills in order to move forward into employment. All project partners have learned many lessons and aim through this new project to increase the scale of access to HE and employment opportunities for students with disabilities throughout Egypt and Morocco.



This newsletter issue address the work group Number 2 about the Role of Civil Society & Corporate Social Responsibility that took place during the 2nd International Conference for Persons with Disabilities under the slogan of the role of entrepreneurship, aCcessibility cEntres and assistive technologieS towards full inclusion (IC-PACES) that held in a Hybrid Edition (On-Campus & Online) at AASTMT's Alexandria Main Campus on Saturday and Sunday 6th & 7th of March 2021: (IC-PACES 2021).

PACES Project is Co-funded by the Erasmus+ Programme of the European Union.

Role of Civil Society & Corporate Social Responsibility work group during IC-PACES

Date of event: Sunday 7th of March 2021

The aim of this work group (Round Table Discussion) is to discuss and exchanging ideas to Come out with Recommendations & Strategies to be followed towards SwD & PwD's FULL INCLUSION.

<u>Time:</u>	<u>11:32 AM (81 Minutes)</u> The round table started on Sunday 7 th of March at 11:32 AM and ended at 13:03 PM .
<u>Place:</u>	<u>RIC:</u> The discussion was held offline in the Regional Information Center RIC in AASTMT, Alexandria and online through Zoom Platform.
<u>Zoom:</u>	<u>Meeting ID: 960 0143 6394</u> Zoom Meeting Link https://zoom.us/j/96001436394
<u>Moderator</u>	The round table was managed and moderated by: Eng. Amal Mobadda, Chief Fundraising Officer, Misr Elkheir Foundation
<u>Recording Link</u>	https://youtu.be/aY75uByaZFO



Members of the group discussions were;

1. Dr. Ahmed Saada, Minister of Social Solidarity Advisor for Support Civil Work and Health Support Affairs.
2. MP. Nada Alfay Thabet, Member of the Solidarity Committee at The Egyptian Parliament
3. Mrs. Omaira Elsheikh, Deputy Chair of District of Basic Education & Literacy committee.
4. Ms. Eglal Chenouda, Executive Director SETI Center-Caritas Egypt Board Member National Council of Persons with Disabilities (NCPD)
5. Ms. Radwa Hassan, Presenter at DMC TV Channel.
6. Dr. Aliaa Mounir, Head of Administrative Follow-up Department, Deanery of Student Affairs, AASTMT.
7. Mrs. Safaa Allam, AASTMT
8. Mr. Mohamed Attyia, PwD & AASTMT graduate

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9. Mr. Attef Aly, AASTMT
10. Ms. Dalia Farag, Caritas Egypt Association - City Center Alexandria.
11. Dr. Malak Diwan College of Language and Communication, AASTMT.
12. Parents of Students with Disabilities (SwD).
13. NGO members.
14. Students with and without Disabilities from AASTMT.
15. Representatives from Persons with Disabilities (PwD).
16. Other relevant and interested stakeholders
17. Other participants through Zoom.

The axes and summary of the round table discussions were;

- Eng. Amal Mobadda stated that *“Since, 15% of the Egyptian population are people with disabilities. Therefore, 15% of all the Egyptian efforts and funds in universities/ companies/ NGOs/ hospitals should go as well to serve people with disabilities.”*
- Mrs. Omaira Elsheikh shared that: *“During my research about the root cause of lack of service provided to PwD are mainly two reasons; the first is the lack of resources to train people to deal with people with disabilities. The second is the lack of professional trainers to provide trainings on inclusion”*. Moreover, she introduced the novel idea of **“Portable Resources Suitcase”** which is a suitcase full of resources relevant to SwD and PwD inclusion. While being portable can serve more than one school by being easy to move between schools.
- **Resources room/library** for SwD in schools can attract and facilitate the presence of SwD.



- Ms. Radwa Hassan shared: *“Some of the provided training by the civil society is not adequate and not relevant to the needed market skills. On the other hand, technical trainings by companies can help PwD to find job opportunities.”*



- Banks and companies are willing to fund real inclusion projects such as funding the assistive technologies devices.
- There should be set of rules enforces by law for the school administration regarding the resource rooms; how to refinance them, who is responsible for them, and when they will be available as well as the list of penalties in case of violation.

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Each type of disability can perform some types of jobs:

- People with physical disability can perform any office desk related jobs.
 - People with visual impairment/disabilities can work in media, telecommunication jobs, and musical production.
 - People with hearing impairment/disabilities can work in many jobs such as healthcare, IT, restaurant business, hotels, agriculture, and companies. They are very good with hand-made.
 - People with mental illness can work in jobs with a repetitive process.
- Ms. Radwa Hassan managed to break many taboos to work in the media while being a veiled blinded woman.
 - Community Awareness through advertising can help to reach a wider audience.
 - Dr. Ahmed Saada expressed that: *“People with disability in Egypt are around 15 million people which an equal number of a small nation. This huge number is an important labour force that should be trained/hired to use their capabilities nationally.”*

- The civil community should start early on educating families how to enable their children with disabilities.
- Families shall engage their children (with and without disabilities) in communities such as Scouts to instill social and handy skills. Moreover, Scouts' objective is to focus on inclusion and acceptance of the other. Community leaders can be born from such activities and SwD can get rid of their sense of belittling/undermining themselves.
- Dr. Ahmed Saada insisted on the concept that there is nothing called a specific list of jobs for PwDs. They themselves can judge their capabilities and their desires on which job to take not the community or a predefined list.



- Family counselling workshops and social rehabilitation trainings should be adopted by the Civil Society.
- Mr. Mohamed Attyia an AASTMT graduate and PwD shared his suggestion of that the civil community should join their efforts instead of working separately on serving PwD.

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Recommendation of the round table:

1. The law should enforce a 10-15% service to PwD in all community service.
2. Each school should have at least one Resources room/library.
3. Technical Trainings are needed beside the theoretical trainings for SwD and PwD.
4. Internships with possibility to hire are more important to teach technical skills to PwDs.
5. Educational resource rooms shall have an internal bylaw (set of rules) stipulating how they are to be maintained, and how to refinance the resources that will be consumed, to be available to all students with disabilities and distinguished students to ensure the sustainability of Education Resources room.
6. Awareness campaigns through media especially radio through rush hours can reach millions of people.
7. Family counselling workshops and social rehabilitation trainings should be adopted by the Civil Society.



PACES Project team members would like to thank the below students for their contribution and their volunteering work for their participation in organizing the work group, (Round Table Discussion), during the 2nd International Conference for Persons with disAbilities: The role of entrepreneurship, aCcessibility cEntres and assistive technologies towards full inclusion (IC-PACES Conference).

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|-------------------|------------------------|
| - Abrar Meshref | - Maryam Abu Halima |
| - Ahmed Eissa | - Mohamed El-Fakharany |
| - Aya Abu Halima | - Muhammed Abuhashim |
| - Aya Ahmed | - Muhammed Ismail |
| - Karim Elsaadany | - Nourane Elhagar |
| - Lioura Elshazly | - Rowan Eissa |
| - Mahinour Qamara | - Sammar Farrag |



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