



Early Childhood Development for Disabled Children

**in the Local Community in Egypt through
The SOCIAL PROTECTION INITIATIVE PROJECT
(SPIP)**

Ministry of Social Affairs/ World Bank

Presented by:

Dr Alaa Sebeh, Regional Disability Advisor

SAVE THE CHILDREN UK

SPIP Technical Assistance Team



SPI P ECD/ DI SABI LI TY APPROACH: What was our vision as a team?

EFFECTIVE ECD/ DI SABI LI TY STRATEGY through the development of project models demonstrating the following components of ‘Community-based integrated programmes’:

- 1. Inclusion**
- 2. Empowerment**
- 3. Early intervention**
- 4. Community-Based Rehabilitation (CBR)**
- 5. Specialized Support/ Referrals**
- 6. Accessibility**
- 7. Protection from child abuse**



Comprehensive Holistic Approach to Inclusion in ECD

Inclusion in
ALL Local
Mainstream
Services

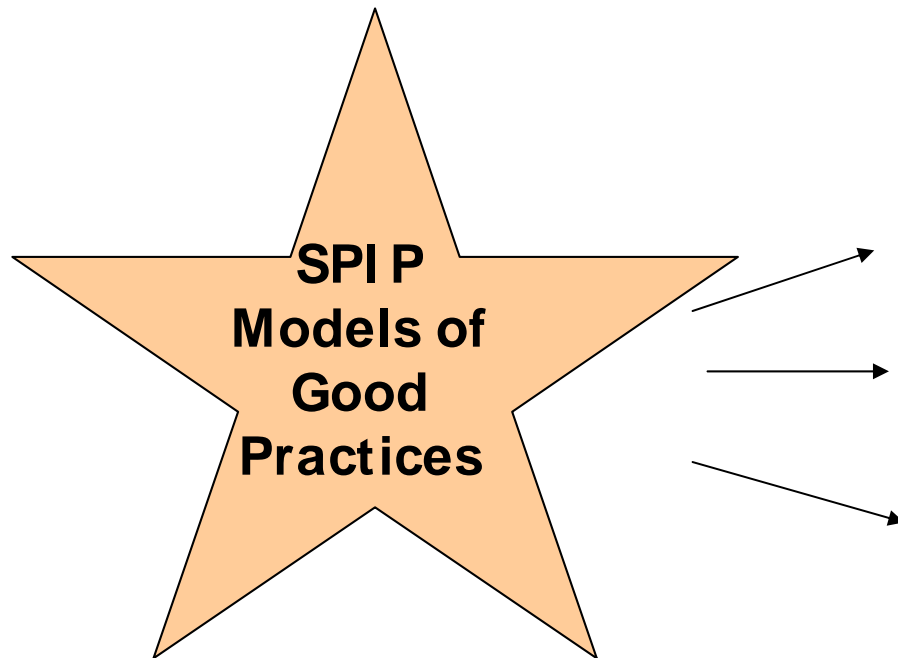
Sub-projects
demonstrating
model of good
practice

Libraries
Youth Clubs
KGs / Primary Schools
Informal Education
Socio-cultural clubs
**Local Activities &
Programs**



Empowerment

Promoting capacities of disabled children and their families to voice their needs, demand their rights and decide for themselves.




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- **National Network of disabled Youths.**
 - **Establishment of Parent Association.**
 - **Raising voices of Disabled children in the MEDIA.**

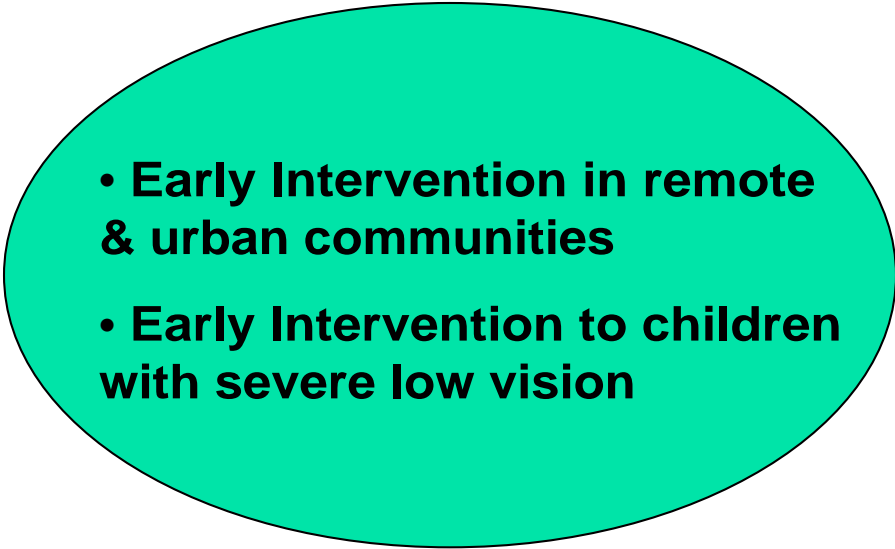


Early Intervention

Through community-based early intervention models demonstrating multi-disciplinary, inter-disciplinary & integrated services targeting disabled children at an early age & their families



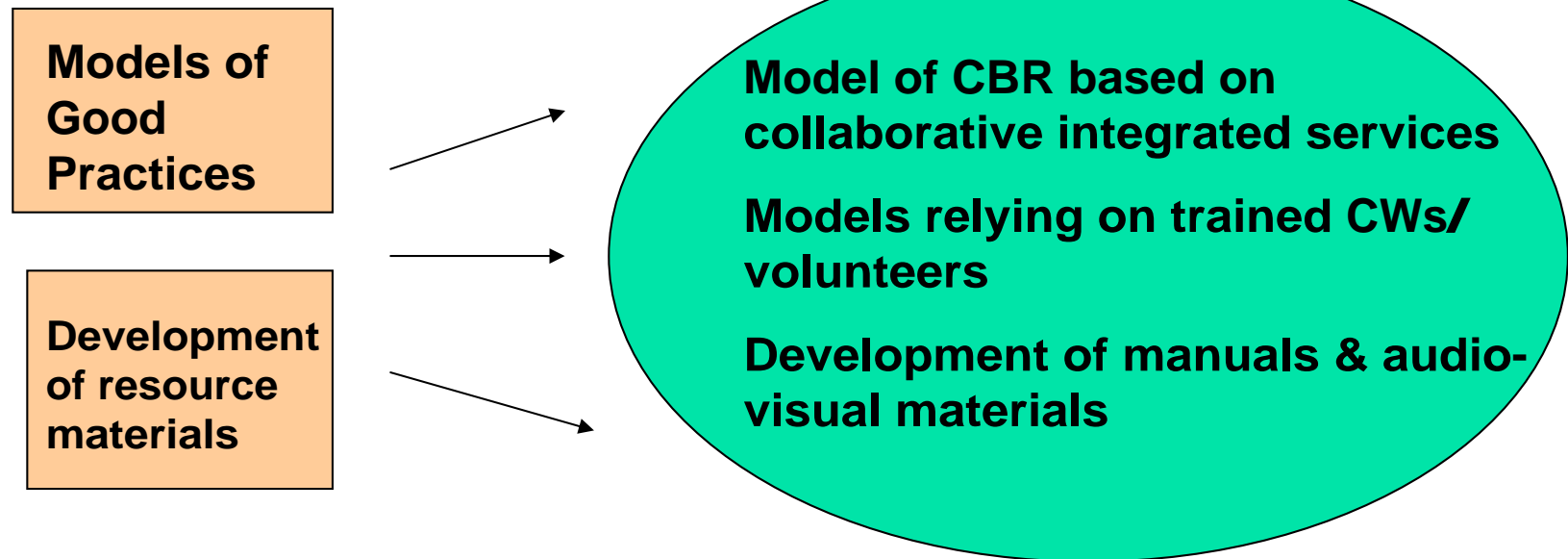
**SPI P
Models of
Good
Practices**

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- **Early Intervention in remote & urban communities**
 - **Early Intervention to children with severe low vision**



Community-Based Programmes

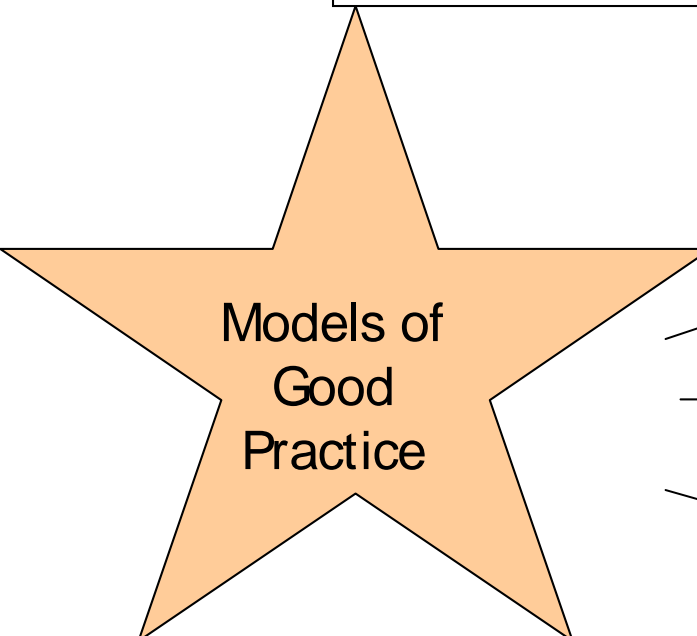
Mobilizing community resources & local services to effectively support disabled children & their families & enhancing a proactive culture towards their inclusion & empowerment



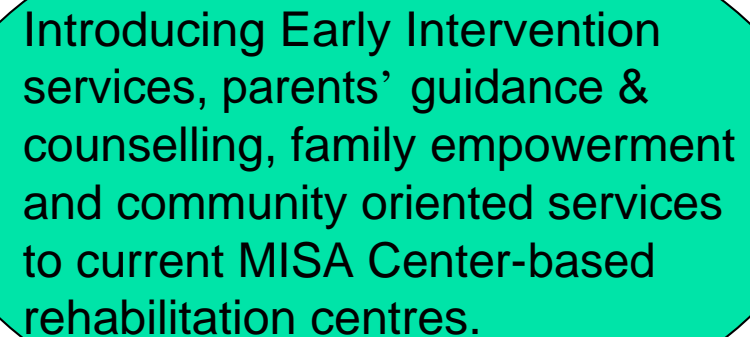


Specialised services as resources

Building capacity of MISA specialized centres & developing their roles to further support community projects, provide the needed referrals & support the inclusion & empowerment of DPs.



Models of
Good
Practice



Introducing Early Intervention services, parents' guidance & counselling, family empowerment and community oriented services to current MISA Center-based rehabilitation centres.



SPIP Model on Inclusive Education

Inclusive education is **NOT** about including disabled children in mainstream education, rather **THE** most viable and effective approach/strategy to improve the quality of education for **ALL** children



SPI P Model on Inclusive Education

Key Concepts: Language for Inclusion

- Inclusion (not integration)
- Barriers to learning and participation
- Resources to support learning and participation
- Support for diversity



SPI P Model on Inclusive Education

The 3 Dimensions of the Index

Producing Inclusive
Policies

Evolving Inclusive
Practices

Creating Inclusive
Culture



SPI P Model on Inclusive Education

The Index for Inclusion

The index involves a **self-review** of school cultures, policies and practices, using a **set of indicators**, each associated with detailed questions.

Through this exploration, **barriers** to learning and participation are identified, **priorities** for development are determined and **plans** are put into practice.



SPI P Model on Inclusive Education

Addressing Barriers & Resources in Schools/KGs

- **WHAT?** (barriers)
- **WHO?** (affected)
- **HOW?** (minimized)
- **WHICH?** (resources available/needed)



Important Lessons/ Findings

- **New concepts, such as inclusion and empowerment, are difficult to 'digest' and need longer time to function.**
- **Inclusion into mainstream services is not only a rights issue, it is the only path towards expanding quality services to disabled children.**
- **Reducing Discrimination and Barriers to Inclusion promotes Improved Quality in all basic services**



Important Lessons/ Findings (Cont'd)

- **Inclusion is very easy to achieve if well planned, however, intensive work is needed for quality inclusive education.**
- **Equal attention should be given to both children with and without disability if inclusion is to be achieved**
- **Physical accessibility needs to be creative, flexible and functional**