

Final Evaluation Report
"Yes, Momken" project
From 1/9/2017 to 13/8/2019
Assiut
Eparchial Development Office (EDO)



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Introduction

This final evaluation of the project “*Yes, Momken*” in Assiut, implemented by the Eparchial Development Office in Assiut Governorate, had been carried out during the month of September 2019.

The evaluation aims to measure the extent to which the targeted results of the project have been met. This task have been achieved through a sample of target groups and the application of a set of tools targeting the following categories: EDO staff, parents, community institutions, providers of medical, skills and educational services. It had been implemented in the communities of Kom Boha, Qusiya, Rizqa monastery, Assiut city, Fath, Aouna, Dwaina, El Nekheila, Sedfa and Ghanayem in the Governorate of Assiut.

We thank EDO team and the volunteers for their positive participation in the implementation of this evaluation, starting with their participation in designing the evaluation tools, data monitoring and reviewing the evaluation results.

Emile Charlie

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Evaluation summary

The Eparchial Development Office in Assiut Governorate implemented the project “Yes, momken” from September 2017 to August 2019 in ten communities in Assiut Governorate, namely Kom Bouha, El Quseyah, Rizqat El Deir, Assiut City, El Fath, Al Awnah, Dwaina, El Nakheel, Sedfa and El Ghanayem.

The aim of the project is to enable the integration of the children with disability and to help them to get their rights within the community in ten local communities in Assiut Governorate by the end of 2019. These objectives are achieved through the rehabilitation of the children who attend the project's Capacity Development centers and the improvement of their development capacities in five areas: linguistic, cognitive, sociologic, self-care and kinesthetic to be able to get better opportunities for their community integration.

To achieve these objectives, the project relied on the following strategies:

1. To provide a range of child empowerment programs such as:
 - Portage program
 - Speech disorders program
 - Language and speech disorders program
 - Lovaas approach
 - Alternative communication program
 - Physical performance program
2. To raise the parents and targeted communities awareness about the persons with disability through:
 - Raising public awareness regarding persons with disability issues
 - Changing the stereotypical image of the society about persons with disability
 - Inculcating the value of the others' acceptance within the community
 - Mobilizing and advocating efforts regarding disability issues
3. Planning for the community support regarding the persons with disability issues.

The evaluation aimed to:

- Evaluate the project performance and achievements through the results and project indicators (logical framework).
- Define the lessons acquired and the results achieved in the project that could be mainstreamed into similar projects in the future.
- Issue specific recommendations to guide future programs management in their project design.

According to the results of the evaluation, the project achieved the targeted results especially the Capacity Development center that accomplished a significant change in the children with disability life.

The project achieved a high satisfaction rate among the beneficiaries' evaluation sample, which will be presented in detail later on and can be summarized in the following:

1. Children:

- 373 boys and girls benefited from the services of the project. Their attendance rate reached 82.70% of the actual working days. The capacity of 310 children who attended the Capacity Development centers, improved by 10%, according to the results of the team evaluation using the children's choices application.
- Improvement of the children's self-reliance, life skills, social skills as well as linguistic, artistic and literacy skills according to the parents and the center's team observations
- A large number of children enjoy their rights because of their parents' awareness thanks to the awareness programs to obtain educational opportunities in inclusive schools, to receive a pension from *the Takaful and Karama* program or to get the Integrated Services card in accordance with the parents' observation chosen for the evaluation.

2. Service Providers

- The team's ability to work with children with disability improved as well as their ability to use portage files to measure the children's development in different fields and to measure their developmental age.
- The nurses' awareness in the health units improved regarding the use of the disability's early detection tool. Nine Health Units in the project areas implement the early detection service and refer children to *Momken* centers for capacity development according to their evaluation results.

3. Parents impact

- Improvement of the mothers' awareness regarding modern concepts of disability and the way to deal with a child with disability, which contributed in the improvement of the way the mothers are taking care of their kids, thus achieving better results regarding the children with disability' abilities and life as verified in the evaluation meetings with parents.
- Improvement of the living conditions of the children with disability' families thanks to the improvement of the children with disability' capacity, their acceptance from the society, and their consideration as normal members in their families.
- Increase of mothers' awareness regarding the rights of their children in education, health care, pension, entertainment.. A number of families had

been able to obtain the rights of their children, which had been focused in the project's monitoring and follow-up data as well as during the parents' meetings.

4. Cooperation with the community institutions

- The community awareness regarding the types of disabilities and their causes as well as the rights of persons with disability contributed to create a state of acceptance and collaboration with persons with disability, which encouraged the persons with disability to make friends and to be integrated into society according to the evaluation results.
- The community institutions have been concerned in providing services to children with disability such as youth centers, cultural palaces and some schools.
- The awareness campaigns succeeded to emerge many initiatives undertaken by individuals and institutions in solidarity with children with disability according to the record attached to the initiatives evaluation.

The project faced some challenges during its implementation such as:

- Poor resources like lack of tools and inadequate location in terms of space;
- The community culture and customs: "The mothers are so busy to participate in the monthly meetings";
- Difficulties to ensure the continuity of some centers due to the low economic level in the targeted work areas;
- The poor economic level of the children with disability' families and the parents' efforts to provide the basic needs of life at the expense of caring for their children;
- Weak cooperation from government institutions especially at the beginning of the project

The evaluation team recommends:

- Due to: The weak socio-economic status of the target communities;
- The lack of interest in developing the abilities of children with disability;
- In support of the implementation of the Law on the Rights of persons with disability No. 10/2018 and its executive regulations issued by the Prime Ministry decree No. 2733/2018, which guarantees the right to work for the persons with disability with a 5% of jobs within each institution, whether in the government or private sector;
- In addition to the poverty of the target communities in the Centers for the development of persons with disability,
 - We therefore recommend the continuity of this project in addition to its expansion to the neediest villages in the governorate, especially after the outstanding experience of the Eparchial Development Office in Assiut acquired in the management of these centers. We must add the extreme poverty of the target communities and the efforts needed for the rehabilitation of the persons with disability according to the needs of the labor market.

- The law of people with disability rights No. 10/2018 stipulates that all schools are inclusive and must accept children with disability as long as the child surpasses the required intelligence level according to the Stanford Benet scale fifth picture (65%). Given the schools need in Assiut governorate for rehabilitation to achieve this integration, we recommend the following:
 - Rehabilitate the children with disability and develop their skills and capacity;
 - Provide a room for learning resources;
 - Implement the physical accessibility;
 - Train teachers to be able to simplify the curriculum;
 - Train the accompanying teacher.
- The law guarantees the right of persons with disability to practice sports or artistic activities within cultural palaces and youth centers. Since the cultural palaces and youth centers inability to provide these services, we recommend the following:
 - Training the service providers on communication skills with persons with disability;
 - Training the service providers on the required activities and integrated games;
 - Collaborating for the establishment and provision of the necessary tools and materials.

First: "Yes, Momken" project background

The Eparchial Development Office in Assiut Governorate implemented the project "Yes, Momken" from September 2017 to August 2019 in ten communities in Assiut Governorate, namely Kom Bouha, El Quseyah, Rizqat El Deir, Assiut City, El Fath, Al Awnah, Dwaina, El Nakheel, Sedfa and El Ghanayem.

The aim of the project is to enable the integration of the children with disability and to help them to get their rights within the community in ten local communities in Assiut Governorate by the end of 2019. These objectives are achieved through the rehabilitation of the children who attend the project's Capacity Development centers and the improvement of their development capacities in five areas: linguistic, cognitive, sociologic, self-care and kinesthetic to be able to get better opportunities for their community integration..

Objective, results and activities of the project

General objective	To enable the integration of the children with disability and to help them to get their rights within the community in ten local communities in Assiut Governorate by the end of 2019 through the rehabilitation of the children who attend the project's Capacity Development centers. To improve their development capacities in five areas: linguistic, cognitive, sociologic, self-care and kinesthetic to be able to get better opportunities for their community integration.
Result (1)	The children with disability have basic living skills (cognitive, motor, social and linguistic abilities as well as self-care)
Indicators	1.1 By the end of the project, approximately 300 children with disability improved their life skills by 10%. 1.2 By the end of the project, 20% of the school-age children joined the formal education system.
Activities	<ul style="list-style-type: none"> o Furnishing reception centers in 10 locations o Programs implemented: <ul style="list-style-type: none"> - Portage program - Speech disorders program - Language disorders program - Lovaas program - Alternative Communication Program - Motor Performance Program
Result (2)	The mothers of the 300 children involved in the project are better able to meet the needs of their children and claim their rights.
Indicators	2.1 By the end of the project, nearly 50% of the mothers successfully obtained the rights of their children. 2.2 By the end of the project, nearly 50% of the mothers organized campaigns in their communities.
Activities	<ol style="list-style-type: none"> 1. Awareness meetings with the mothers for 8 months in order to increase their knowledge regarding the concept of disability, its types and age characteristics of the child in various fields. 2. Meetings with mothers: this phase lasts for 6 months in 6 meetings with mothers This stage aims to inform the mothers the proper way of raising their children. 3. Meetings and activities with mothers in six meetings to let the mothers realize that they are able to change their reality and their communities by communicating their message to the community about their children and their rights as well as by supporting each other.
Result (3)	Residents of ten villages actively support the rights of persons with disability.

Indicators	<p>3.1 The community institutions (such as schools, youth centers, health-care facilities, religious and cultural institutions) participate regularly and effectively in the periodic meetings.</p> <p>3.2 By the end of the project, 50% of the institutions carry out awareness raising activities for persons with disability.</p>
Activities	<p>1. Raising the community awareness regarding the issues of persons with disability, changing the stereotyped image of the community members about persons with disability and strengthening the values of accepting the others within the community and mobilizing and gaining support for the issues of disability through a series of meetings:</p> <ul style="list-style-type: none"> - Modern concepts of disability, types and causes of disability. - Early detection and feasibility of early interventions. - Community vision towards people with disability (bullying). - The right to education for persons with disability. - The rights of persons with disability to participate in recreational activities. - Connecting not separating (inclusion concept). - Disability etiquette with different types of disabilities. <p>2. Community planning to deal with disability issues.</p>

Implemented activities and number of beneficiaries:

Activities	Category	Total	Male	Female
Furnishing/equipping 10 reception centers for people with disability				
Introductory project workshop	Project team	22	4	8
Concepts and types of disability training for 30 specialists and volunteers.	Project team	23	5	18
Portage program training for 30 specialists and volunteers.	Project team	30	4	26
Speech program training for 30 specialists and volunteers.	Project team	30	3	27
Autism program training for 30 specialists and volunteers.	Project team	28	5	23
Functional program training for 30 specialists and volunteers.	Project team	28	3	25
Weekly sessions with children with disability.	Children with disability	373	235	138
Early detection tool training	Health nurses	34	7	27
Training to simplify school curriculum	Teachers	25	4	21

Implementation of open awareness days with students in schools.	School children	2248	1238	1010
Training on "Working with parents" methodology	Project team	27	4	23
Implementation of family counseling meetings	Mothers	312		312
Implement social campaigns.	Society members	3378	1560	1818.
Regular meetings for natural leaders	Leaders	129	79	50
Training natural leaders on comprehensive development	Community leaders	43	34	9
Public meetings every 3 months	Society members	6671	1491	5180
Training the leaders of some institutions on strategic planning	Leaders	25	21	4
Roundtables to disseminate lessons learned from the project	Disability field workers	30	17	18
Total targeted people in the project		13450	4711	8747
Targeted females and males %			35 %	65 %

Second: The situation of persons with disability in Egypt

The “Yes, Momken” project addresses one of Egypt's national problems which is getting worse day by day. The most optimistic statistics, according to official data available from the Statistics Authority confirmed, in the results of the census conducted in 2017 that people with special needs "disabled" represents about 10.67% of the total population ≥ 5 years

In Egypt, the number of disabled people in urban areas exceeds their number in the countryside, where the percentage of persons with disability in urban areas represents 12.2% of the total population ≥ 5 years, compared to 9.71% in the countryside.

At the governorates level, Minia governorate occupies the first place in terms of the high number of disabled persons out of the total population of the governorate with a 3.14%. Minia is followed by Cairo governorate with 3.05% of the capital total population and in third place Assiut governorate with 2.86%, then Kafr El-Sheikh governorate with 2.85%, while in Beheira Governorate the rate is 2.77% and in the rest of Egypt the rate ranges between (1.36% - 2.73%).

In December 2017, the Parliament passed a law on persons with disability. The law includes many clauses and provisions related to the rights of this category and their participation in the work market. In February of this year, President Abdel Fattah El Sisi issued a decree approving this law and its entry into force as of February 21, 2018.

The legislative instance in Egypt affirmed the rights of the disabled people and their right to health care. Eleven clauses are now clear and explicit in the 2014 constitution including article 53, which stipulates that citizens are equal before the law and are equal in rights, freedom and public duties without any discrimination.

In addition to article 60 of the Constitution concerning the children, a special provision has been made regarding the care of children with disability, as well as article 37 on discrimination and the article 81, according to which the State has an obligation to guarantee the rights of persons with disability. Thus, to ensure to this category their rights, freedom, provision of employment opportunities and to enable them to be equal with others and to be integrated in education.

According to a study conducted by the Faculty of Education, Mansoura University, this percentage is likely to escalate especially in childhood for the increased pollution, genetic diseases and human mistakes during pregnancy, childbirth and after birth.

Table (1) Disability estimation in Egypt 1996-2016
Source: Faculty of Education, Mansoura University

Categories	1996	2001	2006	2011	2016
Visual disability	151,510	169,805	183,098	197,525	213,175
Acoustic disability	90,906	101,883	109,859	118,521	127,905
Intellectual Disability	1,515,100	1,698,050	1,830,975	1,975,350	2,131,750
Motor impairment	303,020	339,610	366,195	395,070	426,350
Total disabilities	2,060,536	2,309,348	2,490,127	2,686,476	2,899,180

It is clear from the previous table (1) that the estimated number of disabled persons by traditional disabilities in 2006 is amounted to 2,490,127 persons. If we add to this number the increasing number of other disabilities, especially non-traditional cases according to the decimal classification of the Conference on Special Education of Cairo (1995), the number may rise to 8 million disabled persons in various disabilities. These figures show the magnitude of the disability problem in Egypt and the amount of efforts to be done towards those persons with disability.

The number of disabled persons with traditional disabilities who receive educational care in the special education schools of the Ministry of Education in Egypt in 2006, are displayed in the following table:

Table (2) Number of Special Education Schools and number of persons enrolled in 2006, Egypt

Type of school	No. of schools	No. of classes	Female	Total
Intellectual Education	468	2,101	6,193	19,340
Deaf, dumb and hard of hearing	232	1,437	6,171	14,689
Blind and visually impaired	88	353	1,062	2,544
Units annexed to hospitals	5	23	52	150
Pre-primary	11	15	35	85
Total	804	3,929	13,513	36,808

We can see from the previous table No. (2) that the total number of disabled persons enrolled in 804 special education schools in 2006 has reached a total number of 36,808 disabled persons: 36.7% girls and 63.3% boys.

If we compare this number to the total number of persons with disability in Egypt, we can see the quantitative deficiency gape in special education services in Egypt, in addition to the low quality of these services.

Mental disability represents about 75% of disability in Egypt. The problem of the persons with disability in Egypt is becoming a more acute problem due to a number of problems that we can point out:

- Negative attitudes of the disabled persons' families shocked by the presence of the disabled person or feeling anger, sadness and refusal until they accept the situation and begin to deal with him;
- Ignorance of the disabled person rights in society and not willing to get them;
- The negative attitudes of the society members who are often afraid to deal with the disabled person, refusing him and considering him as incompetent person due to their ignorance of what disability is, its causes as well as their negative interpretation of the disability;
- Poor health services for people with disability;
- Lack of modern training for medical personnel on the means of intervention and treatment;
- The trend towards their isolation and non-integration;
- Lack of coordination between the institutions working in this field;
- Scarcity of trained workers in the field persons with disability.

Through the objectives and activities carried out, the project "Yes, Momken" dealt with many problems and issues of persons with disability.

Third: Objectives and methodology of the study

1. Purpose of the evaluation

The final evaluation of the project "Yes, momken" implemented by the Eparchial Development Office in Assiut targets:

- Evaluate the project performance and achievements through the results and project indicators.
- Evaluate the project's contribution towards the overall objective of the project.
- Define the lessons acquired and the results achieved in the project that could be mainstreamed into similar projects in the future.
- Issue specific recommendations to guide future programs management in their project design.

2. Evaluation methodology

The evaluation process is based on social sample survey, where the study was conducted on a sample of beneficiaries, parents, staff, representatives of institutions in the community, providers of medical, skill and educational services for children.

3. Data collection methods and tools

The evaluation is based on tools that had been designed jointly by the project team and the evaluation team according to the project indicators to be measured. It includes:

- Office study of the project documents and inspection of the follow-up reports;

- Applying evaluation tools in four communities, namely Sedfa, El Fath, Aouna and Dwaina;
- Interview with the project team and the volunteers to discuss:
 - strong and weak points in the project,
 - monitoring the project challenges,
 - measuring the extent of satisfaction with the project structure and the monitoring methods,
 - their vision about the ability of the project to deal with the needs of the community and its ability to continue,
 - monitoring quantitative and qualitative changes.
- Interviews with the parents:
 - to explore their views on the project and the Capacity Development centers as well as their impact on children
 - their future suggestions to achieve the best impact
 - to monitor the extent of improvement in their children's abilities.
- Discussion groups with the representatives of the community institutions and natural leaders:
 - to monitor their project evaluation
 - to monitor the lessons learned from its implementation
 - their aspiration about the way to continue the project in the future.

4. Sample study

- Project team
- Parents
- Service providers
- Natural leaders and representatives of executive and civil institutions

Fourth: Evaluation Results

1. Evaluation results compared to the logical framework

The results of the final evaluation of "Yes, Momken" project showed the extent of the effort made by EDO to address the issues of the people with disability. The project and its activities have achieved many results compared to the indicators as mentioned in the following table:

<p>General objective</p>	<p>Enable the integration of the children with disability and help them to get their rights within the community in ten local communities in Assiut Governorate by the end of 2019. Through the rehabilitation of the children who attend the project's Capacity Development centers and the improvement of their development capacities in five areas (linguistic, cognitive, sociologic, self-care and kinesthetic) to be able to get better opportunities for their community integration.</p>
<p>Situation at the beginning of the project</p>	<p>The implementation of the project started with the passage of a series of economic changes, such as the Egyptian pound exchange rate liberalization, policies and measures to cut subsidies on many commodities and consequently the high cost of living life.</p> <p>The law on the rights of persons with disability 10 of 2018 and its executive regulations were issued by a Prime Minister's Decree No. 2733 of 2018.</p> <p>A baseline study of the target groups carried out by EDO showed that:</p> <ul style="list-style-type: none"> • 73.9% of the study sample's parents find difficult to deal with a child with disability • 90.4% of parents do not know the rights of the children with disability or the services provided to them by the state or NGOs • 4.34% of the study sample's parents got their children's right to education • 45.21% of parents received their children's pension rights • 71.45 % of citizens consider difficult for people with disability to access their rights • 78% of the study sample's citizens support the idea of establishing schools for children with disability • The leaders believe that the persons with disability do not wish to attend or visit their schools for the following reasons: Lack of facilities in health units/ Lack of transportation / Lack of appropriate services for persons with disability. • The leaders believe that violations of the rights of persons with disability occur due to the State negligence, family negligence, lack of awareness among the service providers and lack of community awareness.

Result 1	The children with disability have basic living skills (cognitive, motor, social and linguistic abilities as well as self-care)	
	Results and indicators at the beginning of the project	Achievements until the time of the final evaluation
Indicators	<p>1.1 By the end of the project, approximately 300 children with disability improved their life skills by 10%.</p> <p>1.2 By the end of the project, 20% of the school-age children joined the formal education system.</p>	<ul style="list-style-type: none"> • Regular attendance of 373 disabled children in the 10 project centers “representing 124.3% of the target number” (235 boys and 138 girls). • The commitment of the children to attend the capacity development sessions rate is 82.70% with a total number of 22658 sessions in the field of cognitive growth, language development, motor growth, socialization, self-care. • The capacity of 310 children improved by 10% by the completion of the first evaluation among all children with disability. • 45 children had been enrolled in public schools representing 47.3% of the 95 children with disability in school age.

Result 2	The mothers of the 300 children involved in the project are better able to meet the needs of their children and claim their rights.	
	Results and indicators at the beginning of the project	Achievements until the time of the final evaluation
Indicators	<p>2.1 By the end of the project, nearly 50% of the mothers successfully obtained the rights of their children.</p> <p>2.2 By the end of the project, nearly 50% of the mothers organized campaigns in their communities.</p>	<p>154 mothers haad got their children rights as follow:</p> <ul style="list-style-type: none"> • 64 mothers registered their children in integrated kindergartens. • 45 mothers registered their children in integrated schools. • 13 children received health care. • 18 mothers received integrated services cards for people with disability. • 11 mothers received their children's pension from the Takaful and Karama program. <p>235 mothers planned and implemented social change campaigns i.e. 78.3% from mothers target group.</p>

Result 3	Residents of ten villages actively support the rights of persons with disability.	
Indicators	<p>3.1 The community institutions (such as schools, youth centers, health-care facilities, religious and cultural institutions) participate regularly and effectively in the periodic meetings.</p> <p>3.2 By the end of the project, 50% of the institutions carry out awareness raising activities for persons with disability.</p>	<ul style="list-style-type: none"> • 6671 persons participated in the general activities of the project; • Executive and non-governmental organizations participated in the project activities including: <ul style="list-style-type: none"> - Youth centers in Rizk Al-Diyar village, Awana village, Al-Ghanayem city, Al-Qusiya city, Sedfa Commercial School in Sedfa City, Amr Ibn El Khattab Preparatory School in Dunia Village; - The Cultural center in Al Ghanayem, - 3 local councils (Al Fath - Nakhil village - Dunia Village) and the Cultural center in the city of Alghanim. • 9 health units provide early detection services. • 9 health units provide family counseling meetings on early detection of disability. <p>Representatives of 35 institutions within the community participated in the development and implementation of the disability plan activities.</p>

2. Changes that came out from the project

Result (1)

The children with disability have basic living skills (cognitive, motor, social and linguistic abilities as well as self-care).

Indicators

1.1 By the end of the project, approximately 300 children with disability improved their life skills by 10%.

1.2 By the end of the project, 20% of the school-age children joined the formal education system.

a) Achievements

- 1) Equipping 10 new/old capacity development centers with the necessary tools and equipment to carry out the activities;
- 2) Establishment of five sources rooms;
- 3) Conduct a baseline study at the beginning of the project;
- 4) Inventorying and preparing a list of children with disability in the targeted communities;
- 5) Rehabilitation of the project team and service providers on the concepts and types of disability, portage, speech program, treatment of language and speech disorders, early detection tool, autism program and training on the career program;
- 6) Implementation of capacity development sessions in the areas of cognitive growth, linguistic development, motor growth, socialization, self-care: 22658 sessions;
- 7) Implementation of a number of 20 open days for children in school. The carnivals are done within the schools.



Training of the project team

b) The results achieved

1) The project and EDO office have a team ready to provide services for children with disability composed of 30 cadres who are able to communicate and develop the abilities and skills of the children with disability. The evaluation sample showed the improvement of their capacities as an outcome of their training and of their self-confidence which contributed in providing services for the children and their good communication skills with the families.

In addition, the project team has the ability to determine the type of disability (mental, motor, sensory, disorders of inclusive growth) and the use of Portage files to measure the development of the children in various fields as well as to calculate their developmental age.

2) 27 nurses from the health units in the targeted communities use the Disability Early Detection tool, which contributed to the empowerment of nine health units in the project work area providing early detection service, evaluating the child's disability status and referring them to "Momken" centers for capacity development.

3) 373 children (235 boys and 138 girls) frequented the children's capacity development centers and their sessions' attendance rate was 82.70%.

4) Capacity improvement of 310 children attending capacity development centers by 10%.

Skills development trainers expressed their observations on the development of children as follows:

- The child enters the bathroom, washes his hands and has a shower alone;
- Good speech improvement in some autistic children;
- Most of the children recognize colors;
- Some children learnt to sing and memorize songs.

The community leaders expressed their satisfaction with the project able to improve the efficiency of life for children with disability. They also noticed:

- Changes in children and teachers themselves;
- All the children have changed thanks to the center and all the cases are in a better status;
- Improvement of the children cases as well as their parents. One day at the cultural center, I noticed the parents' interest to the children;
- Street people are convinced that the children with disability have a right.

5) The mothers of children with disability expressed their satisfaction with the project activities. Parents justified this satisfaction for the following reasons:

- My son learnt many skills through the center for Capacity Development.

- My daughter has become social with people after being isolated in the house.
- My son has become almost a natural person and coexists with others in family and with people.
- Because my son walks normally and deals with people and became more social.
- The officials are following-up the parents all the time.
- My daughter learned a lot and improved in lot of things. She can actually depend on herself.

The mothers also remarked the changes that occurred in their children as a result of joining the project as follows:

- I deal naturally with my son as with his sisters.
- My daughter started to communicate with the outside world.
- My son recognizes now his father and deals with his friends and sisters. He is able to pronounce letters and words and he takes orders every day and executes them. He changed and became a great person.
- My daughter relies on herself. She washes her face by herself, steps up the stairs in the right way and uses her both hands.
- My son learnt to walk a little and this fact relieved the burden on me. His pronunciation improved which helped me to have some communication with him.
- My son could not move but they helped him a lot and now he walks.
- My son had an average autism and now he knows the Arabic and English characters.
- My son improved his ability to sit and walk after attending physical therapy sessions in the center.
- My daughter is dealing now with people, love them, socializing and talk to them.
- My son has a better talking and an easy communication between us. He speaks in a better way with his brothers and sisters.
- I succeeded to enroll my son in the kindergarten after attending the conversation sessions and knowing our rights.
- I was always complaining because I have two children with disability. Since I came to the center, I feel myself psychologically better than before. Now I take care of them better than before and treat them better than before.
- I have two children with disability and I was always crying and very tired. I did not know how to deal with them. When we started going out and had some entertainment with them we felt that they are normal.
- I was ashamed to get out from the house with my son. When he started coming here and learnt lot of things, his behavior improved a lot.
- My elder daughter has a weak IQ. I was suffering in teaching her and I used to become nervous and bit her. After attending the sessions, she changed a lot and started taking care of herself. Thus, I stopped biting her.

6) The measurements of the parents' satisfaction with the activities of the Capacity Development center "Yes, Momken" recorded in four discussion groups in the evaluation's targeted areas are displayed in table No. (3) and show the following:

- 85% among the children attended the capacity centers twice a week on a regular basis.
- The center is suitable for 85% of the community beneficiaries.
- The center's working hours are 100% suitable for all beneficiaries.
- Parents' satisfaction with the cleanliness of the center reached 95% of the evaluation curve.
- Waiting time to implement the capacity development sessions is appropriate for 100% of beneficiaries.
- The satisfaction rate of the beneficiaries regarding the coordinators' behavior with them and with the children reached 100% satisfaction rate.
- 100% of the beneficiaries believe that the capacity development sessions are beneficial for their children.
- 75% of the beneficiaries contributed to improve the children's abilities.
- 100% of the evaluation sample expressed their satisfaction with the services of the center.

Table (3) Measurement of the parents satisfaction with the activities of the Capacity Development center "Yes, Momken"

	Satisfaction measurement elements	Response	Choices %	Total responses	No of answers			
					Dweina	Sedfa	El Fath	El Awna
1	The number of times you attend the center	a) Once a week	15%	3		3		
		b) Twice a week	85%	17	5	2	5	5
		c) Once a month	0	0				
2	Center locations	a) The location of the center is convenient and accessible	85%	17	5	2	5	5
		b) far, we need a means of transportation	15%	3		3		
3	Center working hours	a) Suitable	100%	20	5	5	5	5
		b) Not suitable	0%	0				
4	Waiting place	a) Clean and comfortable	95%	19	5	5	4	5
		b) Not clean	5%	1			1	
5	Waiting time	a) Appropriate	100%	20	5	5	5	5
		b) Long and boring	0	0				

6	The coordinators' behavior with the children	a) Efficient and gentle	100%	20	5	5	5	5
		b) Sarcastically and nervously	0	0				
7	Sessions performed with your child	a) Useful and efficient	100%	20	5	5	5	5
		b) Not useful	0	0				
8	Performed sessions	a) The child's needs are met	25%	5			5	
		b) Contributed to the improvement of the child abilities at a weak rate	0	0				
		c) Contributed to the improvement of the child abilities at a significant rate	75%	15	5	5		5
9	Are you satisfied with the quality of services provided by the center?	a) Weak	0	0				
		b) Intermediate	0	0				
		c) Good	0	0				
		d) Very good	100%	20	5	5	5	5

The parents propose the following to develop the centers:

- Lighting improvement in the center of El Fath and El Awna
- Create a nursery at the center
- Create one classroom for children with disability
- More attractive means for the children
- More celebration parties
- Provide new tools for the children activities
- Provide the center with tools and equipments that help the child to improve his skills in a faster way
- Provide devices for motor impairment in the center

Twenty mothers participated in the evaluation sample by asking them: what skills your child has gained as a result of the project activities?

The following table No. (4) shows the knowledge and skills acquired by the children because of their enrollment in the capacity development centers "Yes, Momken".

Table (4) Knowledge and skills acquired by the children for their enrollment in the capacity development centers “Yes, Momken”.

	Skill	indicator Skill	% improvement	Total response	of responses by No evaluation sample center			
					Dweina	Sedfa	El Fath	El Awna
1	Reading and writing skills	a. Counts	80%	16	5	4	5	2
		b. Writes alphabets	40%	8	4	0	3	1
		c. Writes his name	30%	6	3	0	2	1
		d. Knows “front and behind”, masculine and feminine, names of animals	5%	1	1			
	Others to mention	e. Vegetables and fruits	5%	1		1		
		f. Addition and subtraction	5%	1			1	
		g. Writes numbers	10%	2			2	
		h. Knows the characters, no writing	10%	2		2		
2	Self-reliance skills	a. Writing numbers	90%	18	5	4	5	4
		b. Wears his shoes on his own	80%	16	5	3	5	3
		c. Eats alone without help	95%	19	5	4	5	5
		d. Combs his hair alone	85%	17	5	3	5	4
	Others to mention	e. Takes a bath alone	40%	8	4	1	3	
		f. Cooks and stands in the kitchen	5%	1	1			
		g. Remembers to take drugs	5%	1				1
		h. Washes his face	5%	1		1		
3	Artistic skills	a. Plays cubes and make art forms	95%	19	5	4	5	5
		b. Clay forming and creates various forms	60%	12	3	2	4	3
		c. Remembers some songs and hymns	70%	14	5	3	5	1
		d. Discovers his hobby	35%	7			4	3
		e. Participates in nursery parties	55%	11	4	4	2	1
4	Linguistic skills	a. Pronunciation improvement	65%	13	5	3		5

		b. Speech improvement	90%	18	5	3	5	5
		c. Forms a short sentence	85%	17	5	3	5	4
		d. Knows the meaning of many words that he repeats	80%	16	5	3	5	3
		e. Uses long sentences to speak	60%	12	5	0	5	2
		f. Expresses his needs in a clear way	80%	16	5	2	5	4
5	Social skills	a. He has friends	85%	17	4	4	5	4
		b. Collaborative or assumes small roles at home	90%	18	5	3	5	5
6	Life skills	a. Knows how to wash his hands before and after meals	95%	19	5	4	5	5
		b. Knows how to keep his clothes clean	70%	14	5	3	4	2
		c. He does not walk barefoot	85%	17	5	3	5	4
7	How satisfied are you with the project activities?	Excellent	100%	20	5	5	5	5

The previous table shows that:

100% of the parents are satisfied with the services and results of the children Development Center.

- 1) Improvement of the children's self-reliance and life skills, which includes wearing clothes, eating and personal hygiene;
- 2) Improvement of social skills like friendship, cooperation and roles within the family;
- 3) Improvement of the children's linguistic skills of pronunciation, speech, sentence formation and understanding of the meanings of words;
- 4) Improvement of the children's artistic and literacy skills.

Result (2):

The mothers of the 300 children involved in the project are better able to meet the needs of their children and claim their rights.

Indicators:

2.1 By the end of the project, nearly 50% of the mothers successfully obtained the rights of their children.

2.2 By the end of the project, nearly 50% of the mothers organized campaigns in their communities.



The mothers' monthly meeting

a) Achievements

1. Training of the project team on the methodology of working with parents;
2. Training of 27 mothers on the methodology of working with parents;
3. Implementing 200 family counseling meetings for mothers of children with disability;
4. Training on community change campaigns methodology for mothers of children with disability, with the participation of 27 mothers of children with disability;
5. Implementation of 20 community change campaigns entitled "A mother journey" and " A dream will be" . Number of participants: 235 women. The campaign targeted government facilities: schools, social solidarity units, health units, post office, youth centers, cultural palaces as well as a random sample of the community members.



Preparation of awareness campaigns

b) The results achieved

- 1) Regularity of 312 mothers to attend and participate in the awareness activities;
- 2) Participation of a number of 3378 community members in support of the campaign "a mother journey"; and " A dream will be"
- 3) Improved mothers' awareness of modern concepts of disability, the difference between the concept of dysfunction and disability and their types as well as the feasibility of early intervention.
- 4) Increase of the mothers awareness regarding their children's rights: right to education, health care, pension, entertainment. A number of families were able to get the following rights of their children:
 - 45 mothers registered their children in integrated schools.
 - 64 mothers registered their children in integrated kindergartens.
 - 18 mothers got the ID card for persons with disability.
 - 11 mothers received their children's pension from the *Takaful and Karama* program.
 - A mother got her child's right to a monthly treatment
- 5) Participation of some mothers from the centers of Capacity Development in providing awareness topics for mothers in new areas.
- 6) The project team noticed the improvement of the parents' awareness and behavior towards their children with disability as a result of their awareness citing the following observations:
 - The parents' refusal of the integration process and the participation of their daughters in inclusive schools shifted to support their daughters going in inclusive schools.;
 - The parents are convinced of the importance of developing the skills of the children with disability to improve their life conditions;
 - Parents sought to bring their children to school after being convinced of the importance of the inclusion;
 - Improvement of the mothers awareness and status from a frustration due to their children with disability to an acceptance and dealing with their children;
 - Change in the behavior of the mothers, which led to an increase of the number of mothers and the acquisition of other skills;
 - The mothers stopped complaining for having a child with a disability in the family.
- 7) The mothers of the children with disability expressed their full satisfaction with the project activities and the extent of improvement themselves they felt as a result of the project activities, especially during the meetings and their contact with the center for Capacity Development. The mothers of the evaluation sample noticed changes in the following points:

- I learned how to treat my child with disability and I treat him now like his sisters. Moreover, I learned to stop beating my child with disability.
- I was always complaining because I have two children with disability. Since I came to the center, I feel myself psychologically better than before. Now I take care of them better than before and treat them better than before.
- I have two children with disability and I was always crying and very tired. I did not know who to deal with them. When we started going out and had some entertainment with them we felt that they are normal.
- I was ashamed to get out from the house with my son. When he started coming here and learnt lot of things, his behavior improved a lot.
- My elder daughter has a weak IQ. I was suffering in teaching her and I used to become nervous and bit her. After attending the sessions, she changed a lot and started taking care of herself. Thus, I stopped biting her.
- We learned, our child learned in the project and he is able to speak. We benefited and he is now like any normal person.
- I was saying to my son that he is stupid. I stopped talking to him in this way and I have learned to encourage him to study and to deal with people. I am telling him: you are like any one.



A public meeting

- Before I was biting and insulting him. But after my participation in the project I learned how to encourage him.
- I used to treat him violently, but now the way changed after I joined the project.
- I used to bit him because he could not understand. When I participated in the project, I learned how to explain in a better way.
- I used to tell her that she does not understand when she speaks wrongly. Now I correct her to avoid the mistakes.
- When he bit somebody in the street, I was telling them that he is stupid and cannot speak. Now if someone bit him or he bits someone I defend and support him. I stopped telling him stupid.

- I was nervous with him, but the Miss told me “without nervousness” and with calm. I learned how to treat him.
- I am now receptive even when he makes a mistake, I don't bit him. I am patient in letting him learn.
- I was yelling at her. Now I am comprehensive with her. I try to be calm.
- I used to bit him but after coming here I know how to be more calm.
- I learned how to deal with my son in a correct way.
- Before my son was saying things I could not understand but I learned how to help him to be able to understand him.
- I had a hard time dealing with my son and I learned how to deal with him.
- I learned to deal with my stubborn and nervous child.
- I learned how to deal with people with disability.

8) The team monitored some changes that occurred in the people as a result of the project activities as follows:

- The father consent to enroll his daughter in the inclusive school after his previous refusal as a result of awareness;
- Parents are convinced that their children with disability can improve their skills after observing the changes in their children life and their awareness;
- Parents' interest in enrolling their children has improved;
- Parents are more punctual to attend sessions and meetings;
- Parents' awareness increased as well as their interest regarding their children. They know their rights and claim them;
- Parents are treating their children in a better way and they are concerned about bringing them to the sessions;
- The mothers are bringing other mothers and children to the center to help them;
- Her vision changed and she is now defending the right of her child and not ashamed of his disability.

9) The mothers of the evaluation sample monitored the rights of their children with disability acquired or trying to acquire as follows:

- Join a nursery;
- The right to learn and play with children;
- Exercise sports activities;
- Receive the pension: 4 persons received the pension of solidarity and dignity;
- Practice his hobbies;
- We can enter in any place or entertainment center. The youth center accepted us and we got a membership card in the Palace of culture;
- Integration with those who are in his age and a number of children are enrolled in inclusive schools;
- Extraction of the integrated services card from the rehabilitation center.

10) The mothers in the evaluation sample monitored the activities in which they participated in the project and came out in the following order:

- Children sessions;
- Family counseling meetings;
- Public meetings with people;
- “Changing the community” awareness campaigns.

The mothers asked to continue the children's sessions, to increase their frequency and to make them free because they are helping them to improve their capacities. They also asked to increase the number of tools used in developing the capacities.

11) The mothers in the evaluation sample expressed the challenges they faced before the project as follows:

- The family at home did not want to give medical treatment to my child or take care of him, but the center supported me and instructed me. I became more interested in her but I still need to know how to make her obey;
- The people speech about my child was frustrating us in a terrible way. My child suffers from autism, his speech is compressed and I cannot understand him. I wanted to get a help to understand him;
- The parents difficulty to understand the nature of the disabled child, but the campaigns helped us to change a lot in the parents attitude around us;
- Lack of nurseries that accept children with disability.

Result (3)

Residents of ten villages actively support the rights of persons with disability.

Indicators

3.1 The community institutions (such as schools, youth centers, health-care facilities, religious and cultural institutions) participate regularly and effectively in the periodic meetings.

3.2 By the end of the project, 50% of the institutions carry out awareness raising activities for persons with disability.

a) Achievements

- 1) 60 public meetings were implemented during the project in which 6671 persons from the target communities participated entitled:
 - "Our dream is possible, yes is possible".
 - the importance of early intervention
 - the concept of educational integration.
 - The role of the society in providing a safe environment for children with disability”
- 2) 60 leadership meetings held with the participation of 129 government and natural leaders.
- 3) Training of 43 community leaders on the comprehensive development.
- 4) Training of 43 community leaders on the importance and role of Local Units.

- 5) Implementing 2 round tables with 25 of the institutions and associations who care about disability issues.

b) The results achieved

- 1) Nine health units provide family counseling meetings about disability detection as well as providing early detection services.
 - 2) Nine communities support the idea of the new project and the issues of persons with disability
 - 3) Increased awareness of 6671 persons about the importance of early detection and applying necessary interventions, the causes of disability, How to deal with person with disability----
 - 4) Participants learned about the concept of educational integration and the benefits of integration for children with disability as well as for children without disability and also they know that there is a law which protect people with disability rights Law no., 10 for 2018.
 - 5) Forming of 6 community mobilization committees in the communities of Qusiya, Al-Ghanayem, Al-Fath, Al-Aouna, Al-Nakheel and Sedfa to participate in the preparation of public meetings and support issues of persons with disability.
 - 6) Creation of 5 community committees to support the issues of persons with disability in the areas of education, health, pensions, sports, community awareness at the center of Qusiya and Al-Ghanayem.
 - 7) Preparation of a service manual for persons with disability; Mr. Mohsen (Director of Nile Center for Information) was tasked with collecting addresses and telephone numbers of all institutions that provide services for persons with disability.
- 8) The community leaders expressed their satisfaction with the project activities and confirmed that their institutions will carry out many activities.
- Implementation of sessions in youth centers in general and not in a specific center. The cooperation began by implementing a sports day and they are ready to cooperate to implement another day or any other type of sessions.
 - Participation of the children in our integration projects institutions in a school carnival;
 - Participation in “a mother journey” campaign in the hospital and the campaign “in a day” at the Palace of Culture;
 - The community leaders in the evaluation sample also confirmed that the project contributed to improve the awareness of the community as follows:
 - Parents are convinced that children with disability have rights.
 - Acceptance of ordinary children for children with disability and their participation in the carnivals
 - The project team in the communities of the evaluation sample confirmed what has been achieved in the society towards the issues of persons with disability as following:

- Changing the concept of disability among the people of the village, accepting and dealing with people with disability
- Assistance of natural leaders, official and popular institutions in the campaigns
- Acquiring credibility from the community to the results of the Capacity Development centers

9) The solidarity of individuals and institutions in providing services to children with disability, some of them are mentioned here:

- Dr. Mariam Nader, physiotherapist at Sedfa Center implemented 10 physical therapy sessions for children;
- Dr. Bassem Hosni, specialized neurosurgery examined 6 cases from Sedfa Center;
- Conducting medical analysis for 8 children at Ghanayem
- Participation of children with disability in two recreational days at Al-Ghanayem Youth Center;
- Carrying out a children's carnival entitled "My place is with you" in coordination with the public library of El Quseyya;
- Mr. Jamal Aziz, Coordinator of the Public Library of Upper Egypt Society issued membership IDs for the children. He expressed his desire to implement inclusive days for children inside the library;
- Mr. Hosny, the official in charge of the rehabilitation center in El Fath, confirmed the possibility to provide medical examination opportunities for persons with motor disabilities and facilitate the procedures for obtaining prosthetic devices;
- Mr. Ahmed, the principal of a school, in coordination with the Department of Education, to implement awareness-raising meetings for students within the schools of El Fath center;
- Mrs. Suhair, Social Affairs Officer, providing a list of the associations working At El Fath center and implement meetings to raise community awareness in partnership with these associations;
- Mr. Nasser Hesham, an employee in El Awna health unit, for coordination to hold meetings for women visiting the health unit in the village;
- Dr. Amr Gamal, anemia analysis for the Center's children. The creation of two community mobilization committee among the village leaders of El Awna and Dweina to contribute in mobilizing people and raise awareness in the village of Ghanayem;
- Randa Farag Khalil, mother of the child Mohammed Hani in Sedfa community, to pay the treatment fees of 6 cases of children who cannot afford to pay the fees.
- Iman Antar, head of the Protection Committee, implemented a seminar in the village of Bani Fez in support of the march "A mother journey" entitled "No to bullying children with disability".
- Mr. Ahmed, the headmaster of Lillian Trasher school in the village of Fath, implement the "bullying" meeting for the teachers in the school itself.

- Bouthaina Abdel Karim, the head of the nurses in the health unit, offered to provide a place to implement the sessions for children with disability at the village of El Othmaneyya at Badari Center. The village lacks a capacity development center.
- Providing a place to implement the sessions for children with disability in the village of Othmaneyya and Badari Center.

3. The project challenges

- 1) Poor resources like lack of tools and inadequate location in terms of space or availability throughout the week to carry out the sessions such as in Ghanayem, El Awna, Sedfa, Al Nakhila;
- 2) The community culture and customs: "The mothers are so busy to participate in the monthly meetings";
- 3) The difficulty of ensuring the continuity of some centers due to the low economic level in the targeted work areas;
- 4) The poor economic level of the children with disability's families and the parents' efforts to provide the basic needs of life at the expense of caring for their children;
- 5) Weak cooperation from government institutions especially at the beginning of the project;
- 6) The high cost of physiotherapy equipment;
- 7) Repeated absence of some children that impede the implementation of the program as required, without getting the desired result;
- 8) Lot of centers opened and started to attract people; but the people understood that they are just looking for money. The people came back to us after discovering their cheating.

4. Opportunities and lessons learned

- 1) Creation of independent early detection units in the location of health units in the work area;
- 2) Cooperation with the Directorate of Health in Assiut on family counseling meetings;
- 3) Provision of prosthetic devices in cooperation with the Orman Association;
- 4) Joining the Disability Network of Dr. Abdul Hamid Kabesh;
- 5) Establishment of a network of people working in the disability sector in Assiut Governorate, in partnership with the Specific Union of Persons with disability and other associations and institutions working in the same field;
- 6) Al Nasr School initiative to teach and train children on sports;
- 7) Providing a place to implement the sessions for the children with disability in the villages of Othmaneyya and Badari Center;

- 8) Coordination with the Association “Real Light for Blind persons” to carry out exercises on Braille language and motor orientation skills free of charge for the project team.

5. Project’s strong elements

- 1) Achieving tangible results in improving the abilities of the children and the awareness of the families;
- 2) To gain the community confidence in the services provided by the project; the centers are well known to the communities;
- 3) Support of the community centers and institutions for the project and their participation in the monthly meeting as well as consulting them;
- 4) People’s participation in the Centers for Capacity Development;
- 5) The diversity of groups attending the centers religiously, socially and economically;
- 6) Solidarity of Muslim mothers to take care of some cases regardless of religion;
- 7) Ability to compete with other private profit-oriented centers;
- 8) Interest of some institutions such as Palace of Culture with an offer to cooperate with them;
- 9) Gaining the confidence of the communities in the services provided by the capacity development centers;
- 10) Support of the executive and civil institutions in the targeted communities during the monthly meetings and consulting them.

6. Recommendations

- a. In support of the implementation of the Law on the Rights of persons with disability No. 10/2018 and its executive regulations issued by the Prime Ministry decree No. 2733/2018, which guarantees the right to work for the persons with disability with a 5% of jobs within each institution, whether in the government or private sector. In addition to the poverty of the target communities in the Centers for the development of persons with disability, we therefore recommend the continuity of this project in addition to its expansion to the neediest villages in the governorate, especially after the outstanding experience of the Eparchial Development Office in Assiut acquired in the management of these centers. We must add the extreme poverty of the target communities and the efforts needed for the rehabilitation of the persons with disability according to the needs of the labor market.
- b. The rights of persons with disability No. 10/2018 stipulates that all schools are inclusive and must accept children with disability as long as the child surpasses the required intelligence level

according to the Stanford Benet scale fifth picture (65%). Given the schools need in Assiut governorate for rehabilitation to achieve this integration, we recommend the **following**:

- Rehabilitating the children with disability and developing their skills and capacity;
- Providing a room for learning resources;
- Implementing the physical accessibility;
- Training teachers to be able to simplify the curriculum;
- Training the accompanying teacher.

c. The law guarantees the right of persons with disability to practice sports or artistic activities within cultural palaces and youth centers. Since the cultural palaces and youth centers inability to provide these services, we recommend the **following**:

- Training the service providers on communication skills with persons with disability;
- Training the service providers on the required activities and integrated games;
- Collaborating for the establishment and provision of the necessary tools and materials.

d. The Law on the Rights of persons with disability No. 10/2018 and its executive regulations issued by the Prime Ministry decree No. 2733/2018 affirms the right of the persons with disability to obtain the integrated services card after passing a test by the Ministry of Social Solidarity rehabilitation centers which provides the disabled with many services. Therefore, we recommend the importance to support the families with disability cases in order to get their integrated services card. We also recommend to present the project experience to the officials of the Ministry and to collaborate with them in the field of capacity development for people with disability. This collaboration will enable these families to obtain equipments and treatment at the expense of the state as well as the pension for persons with disability

e. We recommend the support of the Capacity Development centers with the basic needs of space and equipment to achieve their distinguished services in rehabilitation due to the needs of the communities for a model of capacity development that could be emulated.