

## The Conference speakers & Abstracts



**HRH Shiekha Hessa Khalifa A. Al-Thani,  
UN Special Rapporteur on Disability  
Qatar**

### **Abstract:**

Drawing on my experience as United Nations Special Rapporteur on Disability, I will focus on the Role of Parliaments, Parliamentarians and Legislators in bringing the rights of persons with disabilities from theory to implementation.

The paper will explore briefly the experience of the Office of the Special Rapporteur through the Parliamentary Symposiums. This is considered the first experience in which parliamentarians and legislators held a face to face dialogue and in which decision and law makers came to understand the relevance of legislations in achieving equalization of opportunities for persons with disabilities.

The Parliamentary Symposiums organized and held by the Office of the Special Rapporteur resulted in raising the awareness of more than 500 legislators across the Arab region.

The paper will also explore how this experience can be adapted at the national level to the implementation of the International Convention for the Rights of Persons with Disabilities.



### **Valeriy Seleznev**

**The Deputy of the State Duma of the Federal Assembly of the Russian Federation.  
Co-chairman of Inter-factional Deputy Association on the rights of persons with disabilities,  
Member of the International Affairs Committee.**

#### **Topic: Accessible vehicles for people with disabilities**

Valeriy Seleznev was born on September 5, 1964 in the city of Vladivostok.

Since the age of 19 he started his career in diesel assembly shop of military base 26874 in the position of acoustic test operator. In parallel he was getting a higher education.

In 1986 he graduated from the Far-Eastern Institute of the Soviet Trade with the specialization in trade economy.

From 1987 to 1989 he worked as a merchandiser at a wholesale trading base of Far-Eastern fishing union in the city of Vladivostok. Such hands-on experience helped him to set up a proprietary commercial enterprise later on.

From 1989 to 1994 he worked as a foreman at a construction site of "Victoria" construction enterprise.

In 1994 he set up and headed "SVS", a private commercial production enterprise. Then he set up one of the major foreign economic enterprises of the region, namely, "Australian Trade House" and "Australian Trade Company".

From 2000 to 2007 he was Director General of "Dalzoloto" LLC.

Since 2007 - Deputy of the 5<sup>th</sup> State Duma of the Federal Assembly of the Russian Federation.

Elected as a candidate of the federal list nominated by the Liberal Democratic Party of Russia (The Primorie Territory).

On April 24, 2009 upon the resolution of the Council of the State Duma Deputy Seleznev moved from the Property Committee to the International Affairs Committee of the State Duma.

On July 15, 2009 Valeriy Seleznev announced the establishment of the new Inter-Factional Deputy Association on the Matters of Persons with Disabilities in which he holds the post of Co-Chairman. The Inter-Factional Deputy Association on the Matters of Persons with Disabilities was set up within the implementation of the initiative by the Russian President Dmitry Medvedev for the preparation to the ratification of the UN Convention on the Rights of Persons with Disabilities and the initiative by the Russian Prime Minister Vladimir Putin for the development of the Federal Special-Purpose Program called "Accessible Environment" and for the purpose of advancement of persons with disabilities.

In addition to his duties in the International Affairs Committee of the State Duma of the Russian Federation Deputy Seleznev takes part in the preparation for establishment of the Work Group on the development of economies of the Eastern Siberia and the Far East of Russia based on the Economic Policy and Entrepreneurship Committee to speed up social and economic development of the aforementioned regions.

Valeriy Seleznev is a representative of the permanent delegation of the Federal Assembly of the Russian Federation in the Committee for Parliamentary Cooperation between Russia and the European Union on behalf of the State Duma.

**Shuaib Chalken**  
**UN Special Rapporteur on Disability**  
**South Africa**

### **International Cooperation: An exploratory note on Article 32 of the UN Convention on the rights of people with disabilities**

#### **Abstract**

This paper focuses on international cooperation in the context of the UNCRPD. Article 32 of the Convention refers to need for partnerships between relevant organizations in particular organizations of people with disabilities. Substantial resources are transferred from the developed countries to the developing South but the outcomes in terms of disability are seldom measured. The failure to include disability in the reporting mechanisms of the Millennium Development Goals is a good indicator of this oversight. It appears that this will be corrected. International cooperation mean more than the transfer of development finance and it should include information, technology, knowledge and skills, and the building of real partnerships.



**Dr Christopher Reynolds: B.A., B.D., Dip.Ed., M.A., Ph.D.**

Dr Reynolds is author of the book "Global Logic" (2002) and, having lectured in International Business and Marketing for nearly a decade, is the Manager of the British Institute for Learning Development in Dubai and the St Andrews College International Corporation.

Dr Reynolds completed his Ph. D. and Masters degrees at Claremont Graduate University, one of America's more prestigious universities, where he was heavily influenced by Peter Drucker and Alvin Toffler. His study of law, ethics and government, combined with several prominent management positions, provide Dr Reynolds with an objective foundation to manage a business in the Middle East.

**Abstract:**

**Implementation of the Convention on the Rights of Persons with Disabilities to the UAE: A Starting Point.**

The Convention on the Rights of Persons with Disabilities has been written to enhance the quality of life of people with disabilities and to treat them as equal citizens of the world. Yet, each country needs to consider how to implement such rights and opportunities for people with disabilities to suit the nature of its own cultural and social environment. Both current government regulations as well as social behavior need to be considered in drafting new regulations to enhance human rights. This presentation seeks to look at the nature of UAE law and society and present a number of related issues for consideration.



**Joseph Kwan**  
**Global Chair (RI – ICTA)**  
**Rehabilitation International - International Commission on Technology and Accessibility**

**Under Theme: Accessibility for People with Disabilities**

**The Universal Accessibility Approach towards an Inclusive Society for All**

**Abstract**

In times of economic uncertainty, it is easy for everyone to focus on seemingly more important matters of concern than the needs of a seemingly small minority group, the elderly and people with disabilities (PWD's).

In Saudi Arabia, it is estimated that people with permanent disabilities is about 3.73% of the population, or 900,000 people. People with temporary disabilities make up approximately 25% of the population or 6,000,000 people.

The population trends for countries of the GCC (Gulf Corporation Council) reveal an aging population. The United Nations projects that the number of Saudi elderly (65years+) will be approximately 2.5 million persons by 2030 and around 5.9 million persons in 2050 representing 6.6% and 13% of the total population respectively.

In 2000, the percentage of women aged 65 years and above in the Arab Region was reported at 3.99 per cent, while the percentage for men aged 65 years and above was at 3.24 per cent. This percentage is estimated to rise to 6.53 per cent for women and 5.63 per cent for men in 2025.

Architects and Designers, City and Town Planners, Building and Public Transportation Providers must address the issues relating to the elimination of physical (access) barriers and move forward towards a design and access strategy with a ***Universal Accessibility Approach***.

The design of our buildings whether public or private, for work or for leisure must, firstly of all, be fully accessible to all its users including those with vision and hearing impairments. Our current and future housing stock must be user-friendly, adaptable, and barrier-free to all its visitors and occupants, including children, mothers, elderly, people with disabilities, and a whole host of building/maintenance related personnel who may also have some kind of disabilities.

Children with varying abilities must be able to learn together, to be nurtured under integrated mainstream education supported by a system of accessible, stimulating and enriching Learning Environments, and not confined into special schools from the outset.

The External Environment, open spaces, the links between buildings must likewise be accessible and barrier-free to all users of varying abilities. Parks and gardens, recreational and sporting facilities should encourage participation and usage by all and not be designed exclusively for the young, fit and agile.

The design of Public Transportation and its supporting infrastructures must include patronage by all user groups, and not only the young and the physically mobile.

This presentation will focus on achieving a universally inclusive and accessible community for individuals of all abilities. To achieve true equal access, all our buildings, transportation, and outdoor spaces must be universally accessible, connected with accessible routes and be fully barrier-free to all.



**Sheena Reynolds M.Sc., Dip. COT.**

Sheena Reynolds is the Director of Learning Development and Joint Owner of the British Institute for Learning Development, in Dubai. The British Institute is unique in being the only facility for learning development in the Middle East specialising in the neuro-physiological development of children. Having graduated from the Glasgow School of Occupational Therapy in 1987, Sheena completed her Master's degree from Exeter University in the UK in 1999. She began her working career with the Greater Glasgow Health Board and then with Strathclyde Regional Council as a Community Occupational therapist and then became the Manager of a Disability Resource Centre. During this time she was the

professional representative for the British Association of Occupational Therapists for the Glasgow Area. As a Senior Occupational Therapist working in London in a medical and rheumatology unit Sheena then took on the challenge of developing a wheelchair and special seating service before moving to Brunei in South East Asia.

In the 9 years Sheena worked for the Ministry of Health in Brunei she gained a wide range of experience with people with injuries and disabilities in hospitals, their homes, workplaces, schools and colleges. Speaking fluent Malay, Sheena developed positive working and therapeutic relationships with colleagues, patients and carers. In 1999, given her skills and knowledge, Sheena was asked by the Ministry of Health in Brunei to initiate and develop a Community Rehabilitation Service. Sheena Reynolds has worked in the UAE since April 2001.

In her desire to continually develop her work and skills Sheena has completed courses of study in Neuroscience, Neuro-developmental therapy and Sensory Integration.

### **Opening the Doors for Equal Access to Learning**

#### **Abstract:**

While every child may have the right to equal opportunities in education, the social routine of school and the classroom often present barriers to children achieving their best. Children who have physical or learning difficulties and do not receive social support may become under-achievers, suffer from low self esteem, and become distracted and disillusioned with school. Both teachers and students can help others overcome these barriers to learning.



**VENUS M. ILAGAN**  
Secretary General  
Rehabilitation International  
and CEO of the RI Foundation  
October 2008 to present

Bachelor of Arts in Mass Communication – Journalism  
Centro Escolar University, Manila, Philippines – 1977-1981

Master of Arts in Public Administration  
St. Paul University of Cagayan Valley, Philippines

### **AWARDS/DISTINCTIONS RECEIVED**

RECIPIENT

PTU AWARD  
FOR INTERNATIONAL DEVELOPMENT WORK IN DISABILITY  
The Danish Society of Polio and Accident Victims (PTU)  
Copenhagen, Denmark, 4-5 June 1998

RECIPIENT

5<sup>TH</sup> ANNUAL KAZUO ITOGA MEMORIAL PRIZE AWARD  
FOR OUTSTANDING ACHIEVEMENT IN THE FIELD OF DISABILITY  
IN ASIA AND THE PACIFIC  
The Kazuo Itoga Memorial Foundation of Japan

Otsu City, Shiga, Japan, 19-20 January 2002

RECIPIENT

2004 MOST OUTSTANDING ALUMNA HONORS  
Centro Escolar University  
The Centro Escolar University Alumni Foundation Inc.  
Manila, Philippines, 31 January 2004

### **INVOLVEMENT IN OTHER GLOBAL DISABILITY INITIATIVES**

Member of the Drafting Group  
for the United Nations Convention on the Rights  
of Persons with Disabilities  
5-16 January 2004, New York City, USA

Member of the Core Group  
Tasked to develop Guidelines on the Implementation  
of Community-Based Rehabilitation (CBR) in Developing Countries  
A project of the Disability and Rehabilitation Team  
of the World Health Organization (WHO)  
Geneva, Switzerland, December 2005 to present

Member of the Review Team

For the International Wheelchair Guidelines  
A joint initiative of the World Health Organization, the International Society for Prosthesis and Orthosis  
and USAID

2006 to present

Member of the Editorial Committee Representing IDA  
For the World Report on Disability and Rehabilitation (WRDR)  
A joint project of the World Health Organization and the World Bank  
December 2006 to present

### **PAPERS AND PUBLICATIONS AUTHORED**

Breaking Barriers: Enabling Children with Disabilities  
Published in the World Bank's Development Outreach Magazine  
July 2005

Label Us Able  
Published in the Review of the Finnish Foreign Ministry on Disability Projects  
Funded by FINNIDA in Asia, Latin America and Africa  
December 2003

Persons with Disabilities and Human Rights  
Published in the HURIGHTS - the Human Rights Publication of Japan  
December 2003

Including Disabled People in International Development  
Publication of Mobility International USA (MIUSA)  
October 2003

Identifying Disability Issues Related to Poverty Reduction:  
The Philippines  
Published in the website of the Asian Development Bank  
October 2002

## **The Role of PWDs in the Implementation of the CRPD**

### **Abstract:**

### **Introduction**

The adoption of the UN Convention on the Rights of Persons with Disabilities is said to be the dawning of a new day for this single biggest most discriminated minority in every community and country across the world. Having the CRPD in place as one of the UN human rights treaties is a major step forward in the decades-long effort to improve the well-being and promote the meaningful participation of persons with disabilities in the lives of their communities. The CRPD encompasses provisions which are critical in ending violations and promoting and protecting human rights.

The Convention ensures that all persons with disabilities are recognized before the law. It calls for states to stop discrimination of persons with disabilities both in law – such as discrimination embodied in

legislation – and in practice, such as in the area of employment to cite a classic example where persons with disabilities suffer so much discrimination because of the unfounded belief that they lack the skills necessary to perform certain jobs.

The Convention states very clearly the need for persons with disabilities to be consulted and at all times involved in every step of the way to implement the treaty and monitor implementation. The principle of participation and inclusion aims to engage PWDs in the wider society and in making decisions that affect them both directly and indirectly. As everyone knows, inclusion is a two-way process: non-disabled persons must welcome the participation of persons with disabilities in all activities of their communities and recognize the many contributions they can make in the development of their communities. Disability is no reason for the non-enjoyment by disabled persons of their right to take part in the activities of their societies on equal basis with others.

The important role persons with disabilities play in ensuring effective implementation of this new treaty cannot be under-stated. It must be recognized at all times that persons with disabilities are the experts of their own situation. As has been their bathe cry during all the years that disabled persons participated in the negotiations for the CRPD: “nothing about persons with disabilities without persons with disabilities.”



**Noura Ibrahim Al Marri**  
**Director of Special Education**  
**Ministry of Education**

**Qualifications:**

Master of Education/ Special Education- University of Pittsburgh 2000/ USA(GPA 4.00).  
Bachelor in Education/ General Special Education - UAE University 1996 (3.76).  
Graduate Courses /Early Childhood Special Education- Virginia commonwealth University  
Richmond/ Virginia –USA. (G.P.A 3.857).USA- 1998-1999.  
High School Degree 1991: (Science Section) - Al-Zahrah High School- Sharjah (95.6 %).

## **Professional Experiences: :**

May 2008 –now: Special Education Department Director- Ministry of Education/United Arab Emirates  
January 2004 –May 2008 : Director of Early Intervention Center/ Sharjah City for Humanitarian Services, Sharjah- United Arab Emirates.

1997-2003: Teaching Assistant (faculty member / Department of Special Education- College of Education) UAE University, Al Ain- UAE.

## **Special Education Standards Proposal 2008-2009**

### **Abstract:**

Based on Federal Law No. 29 of year 2006 on the rights of People with Special Needs in regards to education, this set of standards was created to provide the foundation for special education programming to ensure equal opportunity education to all special needs students in the United Arab Emirates.

In the early stages of education in the UAE, students with special needs were included in general education schools. In the 1980's many of those students were moved to rehabilitation centers to provide them with specific services that were difficult for general education schools to provide. Students with learning disabilities, some students with hearing impairments , blind and visual impairments remained in the schools.

Now, and after the Federal Law 29 of 2006 for special needs people was released, each student with special needs is guaranteed an equal opportunity education. As a result of this law, children with special needs, as appropriate, should be moved from the centers to general education schools. This student integration will present five main challenges:

#### 1- Acceptance/ Inclusion:

The society of the UAE and its schools must first develop awareness of special education children and programs. This will help to provide acceptance for the inclusion plan which will lead to the best special education services, programs, tests, transitions, etc.

#### 2- Training for Educators:

Training is needed for professionals and teachers to collaborate professionally and to work with students with special needs. Specialized training is also needed for all subject areas teachers, supervisors, and principals.

#### 3- Specialized Professionals:

Finding and hiring specialized special education professionals in all disability categories is an urgent need.

#### 4- Access:

Providing access for children with physical disabilities to classrooms, labs, bathrooms, and buses, and designated parking spaces must be provided.

#### 5 – Identification Procedures & Assessments

Currently there is inconsistency of evaluation and a lack of proper diagnostic tools to properly assess and evaluate students with special needs.

#### Who Should Receive Special Education Services?

Special education is provided for a select group of students who have specific educational needs, such as specific physical or intellectual disabilities or high achieving students who require more challenging schoolwork. These students do not benefit from a general education classroom experience in a way that is comparable to their peers and are eligible to receive special assistance and program modifications to help improve their learning experience.

Program categories for students with special needs are not designed to be a label, but rather a name for a needed specialized program. The impairment must be one that is recognizable under program guidelines. If that impairment does not substantially interfere with the student's ability to benefit from general education, then the student would not be eligible for a special education program. However, the student may receive a related service. For example, if a hearing impaired student is getting good grades in a general education classroom, he may not need to be in a special education program but he may require related services.

Inclusion - Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, have the opportunity to experience, to the maximum extent appropriate, a sense of belonging in their community, with the goal of educating them in the school they would otherwise attend for all or part of the school day, with all the supports and services delineated in the Individual Education Plan (IEP). Appropriate inclusion in such programs requires thoughtful deliberation by the respective IEP team, with consideration of a full continuum of placement options, based on the student's needs and consultation with the student's family.

#### The Role of the Special Education Department at the Ministry of Education

The Special Education Department sets policy and standards to provide the foundation upon which programs can be established. This information is provided to the Special Education Supervisors and the Zones. They, in turn, share the information with the schools. (Note: Specific guidelines to determine eligibility for these categories can be found in the Ministry of Education's Guidelines for determining eligibility for Special Education Programs & Related Services.\*) Within each Zone there must be a Special Education Section with a Coordinator, Assessment Team, and Supervisor.

The Special Education Department at the Ministry of Education works to find solutions for the educational needs of children with disabilities. The Department is helping schools and zones develop clear ideas about inclusion and special education services by writing special education standards. Full implementation of the standards by providing training, guidelines,\* policies, and procedures will be the department's future direction.



**Abderrahmane El moudni**

Activiste associatif. Artiste peintre handicapé  
Morocco

**UN Convention on the Rights of Persons with Disability  
& the Role of Local Associations in Raising Legal awareness among Families of Persons with Disability**

**Abstract:**

The main goal :

Reinforce the abilities of associations of persons with disability in acquainting the principles and main references and authorities to raise legal awareness among public families of persons with disability

The objectives

Acquainting the Participants on :

- The importance of the changes in association work methods
- The acquired movement in the local development toward inclusive development
- The advantages of networking for protection the rights of children with disability
- Invest associations normal activities in the efforts of raising legal awareness.
- Citing some of helping devices in increasing the sense an awareness in the rights among the public

Target Group:

- Members and employees in the associations in the disability field
- Developmental and legal associations concerned about persons with disability
- Specialists and Persons involved in legal legislations in the rights of persons with disability



**Dr. Amna Al Sewidi**

**Counselor for Social Affairs Office of the Minister of Social Affairs, 2009 in Qatar  
Member, Committee on the Rights of Persons with Disabilities, UNHCR High Commissioner for Human Rights in Geneva.  
Special Rapporteur of the Optional Protocol to the Convention on Persons with Disabilities.**

## **Mechanisms for monitoring the Convention on the Rights of Persons with Disabilities**

### **Abstract:**

To ensure the implementation of the Convention on the Rights of Persons with Disabilities obligations that have signed and ratified, the United Nations mechanisms to monitor its implementation through the inclusion of these provisions of the Convention obliges. Member States approved the preparation of periodic reports to the United Nations, which contains the procedures and regulations taken by each State to comply with the provisions of this Convention, not only in the preparation of these reports, but According to the Convention on the formation of an international committee of the Convention, include a number of international experts who are involved and the experience of the subject of the Convention are selected by secret ballot at a meeting held every two years and includes the States Parties to the Convention, and this Commission will be on follow-up of the implementation of each Member State of its obligations in any of the agreements signed and ratified it.

The Committee in this role by examining reports of States on the rights enshrined in the Convention, and the information available to the United Nations agencies or civil society organizations, and those committees are discussing all of this information with the delegation of a Member State sends to the Commission's headquarters in Geneva, headquarters of the High Representative for Human Rights, in which the debate a full day of questions and comments from members of the ICRC, dialogue with representatives of the State, then the Commission shall issue in the light of the report of the Member State and the house of her discussion with a report containing the discussion and the observations and recommendations of the International Committee of the Member State as it deems points or issues need to be strengthened or follow-up.



**Mukhtar M. AlShibani**  
**Architect**  
**Chair RI/ICTA Arab Region**

Arab Urban Development Institute Access Consultant.  
KSA Representative in the UIA (Union of Architects)  
Vice President, GAATES, Global Alliance on Accessible Technologies & Environments.  
Kingdom of Saudi Arabia Representative in ISO/TC59/SC16.  
PSCDR (Prince Salman Center for Disability Research) Access Consultant.  
Member of the Board of Directors of the Saudi Umran Society

## **Universal accessibility in The Arab Urban Built Environment**

### **Abstract:**

### **Summary**

The Arab built environment is still in need of a lot of effort to build and consolidate the concept of universal design, which allows people with disabilities to exercise their natural right to live just like any other individual of society.

The future of the Arab built environment depends strongly on the spread and understanding of the meaning of the accessible design, which focuses on the eligibility of all sectors of society to benefit from all aspects of the built environment. Since birth all people are equal and as indicated by the Convention on the Rights of Persons with Disabilities issued by the United Nations and ratified by most Arab countries.

Decision makers and decision-making centers in the Arab countries must emphasize the implementation of the standards of universal accessibility in all aspects of our built environment and explain the meaning of the universal design so that it will be the standard for all existing and under design buildings.

### **Purpose**

To implant the idea of the urgent need to convey the meaning of universal access to decision-makers, architects, engineers, anyone who has any influence on the built environment to have positive thinking and make the built environment accessible to all.

### **Expected results**

To find solutions to the challenges of access that we have now and the abolition of the differences that we got used to and empowerment of all members of society to universal accessibility.



**Dr. Muhannad Alazzeh,  
Middle East Regional Coordinator – Disability Rights and Advocacy  
Handicap International- Jordan**

### **Workshop Abstract**

#### **The Legal Capacity of Persons with Disabilities; Different concepts or misinterpretation**

#### **Abstract**

The legal systems recognize that each person has a legal capacity admitted at birth. This legal capacity means that the person is eligible to acquire and enjoy the basic rights and fundamental freedoms from one hand, and that she/he is eligible to exercise and conduct the legal actions in all affairs from the other hand.

The legal capacity has two main forms: the capacity for rights and the capacity to act.

According to the capacity for rights, the person at the moment of his/her birth acquires basic rights in which the right to life is on the top, and based on this right, the children for instance acquire the right to health through which they access to the primary health care including the immunity system. The same analogy is applicable on the rest of rights categories (the right to education, physical integrity, transportation and mobility ETC).

The capacity to act represents the practical part of the basic rights that admitted by the capacity for rights. The capacity to act is related to the validity to exercise the rights and perform the related legal actions. The right to education for instance; assumes that the person has the right to choice on the topic, institution and level. As well as for the right to health which assumes that the person should access and utilize the related services on bases of freedom of choice and informed consent. The same rule is applied in the family rights, the right to public life and access to justice.

The capacity to act assumes that the person has the capacity for rights so she/he is eligible to exercise these rights by expressing the legal will in each performed action.

The pivotal question is centered on the disability effect on legal capacity.

Article 12 of the CRPD was and still one of the controversial points amongst the State Parties of the convention. The Arab group, Russia and China have expressed robust reservation on this article which imposes on the States Parties full recognition of the legal capacity for Persons with Disabilities on equal bases with others. The "full recognition" and "on equal bases with others" mean that Persons with Disabilities shall enjoy the capacity to act, not to mention the capacity for rights. The mentioned States have expressed their point of view by stating; that Persons with Disabilities particularly Persons with intellectual and psychosocial disabilities "can not be subject to the capacity to act" because they "can not express their will". We argue that the main reason behind this recalcitrant position; lies in the embedded stereotypes regarding Persons with Disabilities and their issues, in addition to the lack of knowledge about new models and forms of the legal and judicial assistance through which Persons can express their will and have effective support to take their decision in accordance with it.

In this paper, we attempt to demonstrate the empirical impact of any reservation or partial recognition of legal capacity on enjoying and exercising the basic rights and fundamental freedoms. We tend also to analyze the position of the Arab States on this point and if Article 12 is subject to reservations. Since the Islamic Sharia is one of the main legislative sources in Arab world, it seems relevant studying the issue according to the Islamic jurisprudence.

Finally, we will attempt to conclude this paper with some recommendations that might assist in adopting non-discriminatory laws in which Persons with Disabilities enjoy and exercise their legal capacity on equal bases with others independently or through supported decision making models when necessary.



**Moussa Charafedine MD**

**Honorary Life Member Inclusion International**  
**President Inclusion International MENA Region**  
**President Lebanese National Union**  
**President-Friends of the Disabled Association- Lebanon**

## **Approaches toward Educational inclusion**

### **Abstract:**

Inclusive education simply means that people with disabilities should be located in the same educational regular setting, as if they were not having "disability".

Pupils without disability are much more in need for inclusive education than pupils' with disability, in order to understand the value of diversity, and the right to be different.

Full inclusion' is often wrongly interpreted to mean full-scale mainstreaming of all students with disabilities in regular schools near their homes, no matter of disability.

In actual fact, Inclusive Education involves more than just including every person in the classroom setting. It is also about teaching methods, support service and reasonable accommodation, design and aid. Teaching methods must be multiple, flexible, creative and appropriate for ALL learners despite they are slow or fast, can see or hear, move about on their own.

While the goal of Inclusive Education may be generally appropriate for many learners with disabilities, there are other learners for whom implementation of this concept is problematic due to their disability as such.

However, IDA agrees on the following:

- No disability group should accept to be institutionalized due to their disability.
- No student with disabilities should accept social or educational "dumping", due to lack of resources at the school.
- No learner should be excluded from interactions with his/her peers due to a disability.
- No parent should be separated from the child due to a disability of the child.
- No children with disabilities should be excluded from school due to inaccessible environment.
- All general school curriculum's in a country should also include all children with disabilities.
- No one has the same identical goals for life, but having friends and being able to mix with others of varying abilities and disabilities is a very important part of learning.



**ABDUL REDHA ABU AL HASSAN**

**Director Planning and Development, Rail Agency**

**Roads and Transport Authority (RTA)**

**B.Sc. Degree in Architecture, Faculty of Engineering, University of UAE, 1986**

## **Barrier Free Accessibility in Dubai Metro Stations**

### **Abstract:**

#### Speakers:

Abdul Redha Abu Al Hassan, Director Planning and Development, Rail Agency

Muna Alosaimi – RTA\_ Dubai

The main Ideas in this paper contains:

Objective of Barrier Free Design in Dubai Metro Stations

Components of Barrier Free Design in Dubai Metro Stations

#### Vertical Circulation

Lifts, Escalators, Staircases, Ramps

#### Horizontal Circulation

Sliding Doors at Stations and Entrances

Automatic Sliding Doors

Travelators

Tactile Paths

Platform Screen Door Interface

Specific Provisions for Barrier Free Movement

Wide AFC gate for the disabled

Ticket Counter for the Handicapped

Telephone Installations for the Handicapped

Toilet for the Handicapped

Wheel Chair accessibility in the Dubai Metro Trains

**Thuraya Khalil,  
Office of the Former Special Rapporteur**

**Psychosocial Disabilities: Rights & Realities in the context of the Convention on the Rights of Persons with Disabilities**

**Abstract:**

The issue of psychosocial disabilities has always been one of the most complex forms of disabilities to tackle whether from the point of view of rights, legislations, social integration. Persons with psychosocial disabilities have historically been subjected to the ugliest forms of discrimination and superstitious beliefs in all cultures.

This paper will give a brief summary of the various forms of discrimination and abuse that have affected people with psychosocial disabilities.

It will focus on the rights have been denied to persons with psychosocial disabilities, including the right to freedom of choice regarding their lives, forms of treatment, social and financial status...etc.

The paper will look at the United Nations International Convention on the Rights of Persons with Disabilities, and those articles most relevant to persons with psychosocial disabilities, in particular Article 12 "Equal Rights before the Law" which focuses on the legal capacity of persons with disabilities in general and its significance to persons with psychosocial disabilities.

The paper will also discuss, in brief, the situation of persons with psychosocial disabilities in the Arab region and how the reservations presented by countries of the region to Article 12 will affect them.



**Raja Abdullah Ahmed Almasabi**

**Founder and Chairwoman of the Arab Human Rights Foundation.  
Head of Health Quality Patient safety Department – Ministry of Health and population.  
Yemen**

**The NGO's & DPO's rules to raise the awareness and monitoring implementing the convention of people with disability**

**Abstract:**

***The paper is introduced the following:***

**First:** *All great effort which was done by the international NGO's around the world to improve the rights of people with disability internationally as following:*

1. Human Rights Declaration which adapted by UN general assembly 1948.
2. The declaration of 1981" Disabled Year which lead to the International disabled labor program which adapted by UN general assembly December 1981.
3. UN declaration "Disabled decade" 1983-1993.
4. UN disability Stander rules December 1993.
5. The convention of people with disability which adapted by UN general assembly August 2006 and UN open for the government to sing it on May 2007and start work with it after it adapted by 20 country may 2008.

**Second:** *Human Rights NGO's & DPO's rules to raise the awareness and monitoring the convention of people with disability as following:*

1. Flow up and monitoring the state and NGO's & DPO's implementing article 33 - National implementation and monitoring the Convention nationally:
  - *Monitoring the state and NGO's & DPO's implementing the Convention.*
  - *Work with human rights, women and child rights NGO's to establish monitoring body to monitor all government and parliaments NGO's implementing the Convention.*
2. Implementing article 8 - Awareness-raising:
  - *Direct meeting lectures, workshops ext,,,*
  - *Direct meeting lectures, workshops with public and privet institutes and university student.*
  - *Direct meeting lectures, workshops with the media worker to distribute the disability rights culture to rise the awareness of the society by making TV& Radio programmes*

**D. Sahar Ahmed Alkhashrami  
Associate Professor of Special Education,  
King Saud University – KSA**

**Rehabilitating Disability Services Center  
at King Saud University In light of international convention**

**Abstract:**

This paper aims to shed light on the mechanisms and activities involved with efforts to provide equal opportunities to students with disabilities at King Saud University in accordance with the implementation of the United Nations' International Convention on disability Rights. The paper reviews the practical steps undertaken by KSU to provide supportive faculties for (female) students with disabilities through a development project that aims at improving environment, providing technological services, and launching awareness campaigns.

This project is based on research, conducted to evaluate services at KSU, and suggest improvements in light of international convention on disability at academic and social levels.. Finally the paper suggests a proposal to activate the convention in higher education institutions for students with disabilities.



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## **Abstract**

**Under Theme: Accessibility for People with Disabilities**

**A Study on The Efficiency of Vocational Rehabilitation Facilities Using DEA(Data Envelopment Analysis)**

This study was designed to present efficient operational directions and the related tasks for vocational rehabilitation facilities via an analysis of their relative efficiency.

To that end, first analyzing the co-relationship among the variables and which affect the efficiency of vocational rehabilitation facilities; second, analyzing the factors which caused their relative inefficiencies; and third, present measures designed to transform them into efficient facilities.

In order to achieve the objectives of this study, first it was derived the efficiency factors by analyzing the operational status of the facilities. Then, it was analyzed the co-relationship among the factors and the efficiency of the facilities by using the DEA (Data Envelopment Analysis) method.

This study originally planned to survey a total of twenty-one facilities with certifications to produce goods to hire the people with disabilities to produce goods from among vocational rehabilitation facilities. Eighteen vocational rehabilitation facilities were surveyed - excluding three facilities whose data were uncertain - for efficiency assessment. The survey was limited to those facilities authorized to hire the people with disabilities to produce goods in order to control any differential factors which may have arisen from the type or environmental characteristics of the facilities.

The efficiency factors of the vocational rehabilitation facilities were divided into input and output factors. The input factors included three factors, namely the total input budget, the number of people with disabilities, and the total number of employees, while the output factors included six factors, namely the history of counseling or assessment, the placement given to or performance of employment, the performance of the rehabilitation programs, the number of the certification to produce goods, the average monthly wages of the people with disabilities, and total sales. The Data Envelopment Analysis (DEA) method was utilized to analyze the relative efficiency of the vocational rehabilitation facilities. We used such analysis tools as FA (Frontier Analyst) and SPSS (for Window ver. 12.0).

The study outcome is summarized as follows:

First, our analysis of the co-relationship between the input and output variable factors revealed that there exists a close co-relationship between the numbers of total employees and the persons with disabilities and between the input budget and the monthly average wages of the people with disabilities. It was also revealed that those facilities that perform more counseling or assessment activities have more rehabilitation programs. The vocational rehabilitation facilities perform their business operations according to a series of vocational rehabilitation service systems. It was also observed that vocational rehabilitation facilities which achieve more sales pay higher wages to the people with disabilities. However, it was found that facilities which have more rehabilitation programs pay less monthly average wages to the persons with disabilities, indicating that there exists a negative co-relationship between the two factors. This may be interpreted to imply that the more money a vocational rehabilitation facility invests in its rehabilitation or training programs, the more its productivity declines.

Second, eleven out eighteen DMUs were classified as efficient vocational rehabilitation facilities through analysis of the efficiency of individual facilities. It was revealed that the common causes for their inefficiency were excessive input factors coupled with insufficient output factors. It was further revealed that DMU3 could become an efficient facility if the monthly average wage of its person with disability and its total sales were increased, while DMU6 could become efficient if the monthly average wage of its people with disability was increased or the number of its total employees reduced. It was further revealed that DMU9 and DMU10 could become efficient if they increased their counseling or assessment

activities or their monthly average wage. It was revealed that DMU13 could become efficient if increased its counseling or assessment activities, monthly average wage and total sales, that DMU16 could become efficient if it increased its counseling or assessment activities and total sales, and that DMU17 could become efficient if it increased its services or programs for rehabilitation, and assistance to or employment of the people with disabilities.

Third, factors that affect the efficiency of the individual vocational rehabilitation facilities were analyzed by removing their input and output factors one after another. It was revealed that steady efficiency management is required since a great deviation exists in the overall levels of efficiency among the eight facilities depending on their efficiency factors, while only three out of the eleven efficient facilities were observed to be stable. In other words, it was analyzed that placement to or employment of the person with disability has the greatest impact on the efficiency of DMU1, while the number of persons with disabilities input budget and rehabilitation program performance, as well as the rehabilitation program performance affect the efficiency of DMU2, DMU4, and DMU7. It was further analyzed that input budget is the factor with the greatest impact on the efficiency of DMU12, while the number of people with disabilities rehabilitation program performance, number of certification to produce goods, and total sales have the greatest impact on the efficiency of DMU15. In the case of DMU18, it was found that the number of the people with disabilities and monthly average wages have the greatest impact on its efficiency. It appears that individual vocational rehabilitation facilities should devote more attention to making efforts to improve each of the individual factors. DMU5, 8, 11 saw no changes in its efficiency when all of its efficiency factors were removed. This can be interpreted to mean that DMU5, 8, 11's efficiency is very stable and that it is well operated.

In conclusion, the variable factors that most affect the efficiency of vocational rehabilitation facilities are not their input budget or number of employees but their insufficient efforts and the lack understanding of their efficiency, though government support to them is rather limited. Therefore, the vocational rehabilitation facilities cannot achieve efficiency simply on the basis of government input or the number of employees. Indeed, they need to strive to enhance their efficiency or output factors with limited input factors.

Based on the above findings, some suggestions can be made as followings:

First, governmental financial support to the vocational rehabilitation facilities should be made differentially based on the individual assessment of their efficiency rather than on their types. It is crucial to improve the method of governmental financial support to vocational rehabilitation facilities as the workplace at an institution which employs the people with disabilities is much more efficient as it enjoys greater efficiency with an input budget that is less than half the amount of the governmental financial support given to businesses that employ persons with disabilities. Therefore, it is urgent to improve the government financial support system so that more incentives may be granted to those facilities whose efficiency is proven based on their rehabilitation service performance or output when considering their performance in the preceding year, and the efforts made to enhance rehabilitation programs, to assist or employ more the people with disabilities, and to improve product quality, as well as such factors as total sales and the monthly average wages of the people with disabilities.

Second, a flexible operation manual should be developed to allow autonomy to individual vocational rehabilitation facilities while minimizing services that are applied to all facilities in common though their

characteristics and environment are different. In other words, sufficient autonomy should be granted to vocational rehabilitation facilities so that the maximum affirmative effects may be derived by setting the ratio of rehabilitation programs and production activities according to the characteristics of individual facilities and the status of their handicapped workers.

Third, generalization of the current efficiency analysis to the entirety of vocational rehabilitation facilities should be limited, as only a limited number of facilities were surveyed using input and output factors of limited availability. An analysis was further limited in that this study was performed without categorizing vocational rehabilitation facilities based on their types. A more objective and extensive study should be made to allow extrapolation of the above efficiency findings to the entire vocational rehabilitation facilities through an analysis which uses more vocational rehabilitation facilities as population and more input and output factors than those used in this study.



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## **Abstract**

**A Study on Factors of Job Maintenance Prediction for Persons with Mental Disorder**

Persons with mental disorder try to live a satisfactory life by adapting themselves to a community through stable job maintenance despite many discrimination factors after labor market access. However, since personal and environmental problems occurring in a vocational life can be factors interfering with their job maintenance and can furthermore have negative effects on the rehabilitative goal of return to society, investigation into main factors affecting job maintenance is a very important task.

In this context, it is important to examine relations between socio-demographic, disorder-related, vocational-ability, and socio-environment factors and job maintenance and to analyze effects of those factors on job maintenance. To conduct this study, data collection was implemented in a sample of 970 employed persons with mental disorder who registered themselves for employment counseling in the Korea Employment Promotion Agency for the Disabled for 6 years from 2002 to 2007; with improper ones excluded, 511 persons were selected for the study, 300 maintaining their job for 3 months or more and 211 maintaining their job for less than 3 months.

The results can be summarized as follows:

After analyzing relations between each factor and job maintenance, 6 factors—age as a socio-demographical factor, disease type as a disorder-related factor, sociality and past occupational history as vocational-ability factors, and family support and occupation employed as socio-environmental factors—were found to be related to job maintenance.

Second, as for effects of those factors on job maintenance, disease type exerted the greatest effects on job maintenance, followed by past occupational history, family support, occupation employed, and business size. Mentally-disordered persons whose disease type was higher, who had past occupational history, who got lower family support, who were employed in simple labor, assembly, or service/sales, or who worked in a large business were more likely to show job maintenance, with disease type having the greatest effects on job maintenance.

On the basis of the results, the following suggestions can be made.

First, in the academic respect, researches on systematic management of mentally-disordered persons who dropped out as well as on those who succeeded in job maintenance are required; in this process, it is necessary to conduct a research continuously, including investigations into disease type, past occupational history, family support, occupation suitable to persons with mental disorder, and working environment.

Second, in the strategic aspect, vocational-rehabilitation approaches to persons with mental disorder in the age-groups of late-30s or more as well as in those of working age are required; in this process, a range of strategic support and researches will be necessary on mentally-disordered persons at the high academic level and on those employed in simple production and labor.

Third, in the practical aspect, it will be necessary to provide individualized programs or various rehabilitation services to reinforce self identity and self-efficacy which can improve disease type as well as self-control of symptoms. Since this is to help patients cure the damaged self and overcome disorder through counseling and proper program intervention based on phone calls and visits by rehabilitation professionals as well as their own self-reported checklist about symptom management.



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- Work as Art therapist for 1 year in Dae-gu Dong-Chon Social Welfare center
- Work as assistant teacher in Behavior therapy center, Dae-gu university.
- Researcher of BK21(Brain Korea 21) project

**Abstract:**

The concept of Psycho- Social disability and the rights of the persons concerned  
A Study of Factors Affecting Job Satisfaction and Organizational Commitment in Rehabilitation Psychologist

The purpose of this study was to examine job stress, empowerment, job satisfaction and organizational commitment in rehabilitation psychologist, and investigate that which factors could be facilitated to improve rehabilitation psychologist's job satisfaction and organizational commitment.

The subjects was 239 of Rehabilitation Psychologist(2nd grade) who registered at Korea Association for Rehabilitation Psychology. 100 copies of questionnaires were gathered and analyzed. The study conducted at May 1st and May 8th, 2008.

The results of this study is summarized as follows:

First, various demographical factors has an effects on rehabilitation psychologist's job stress, empowerment, job satisfaction and organizational commitment. Especially, it appeared that age, work period and wage has a strong effects.

Second, these were significant correlation between job stress and organizational commitment, empowerment and job satisfaction, empowerment and organizational commitment. And job stress has a n type correlation with job satisfaction.

Third, it showed that there is interaction between job stress and empowerment on job satisfaction, such as if empowerment could be maintained highly, then job satisfaction also could be maintained highly even job stress was reduced Particularities: