



The
BRITISH
UNIVERSITY
IN EGYPT



THE BRITISH UNIVERSITY IN EGYPT
DEPARTMENT OF POLITICAL SCIENCE

PSCM III INTERNATIONAL EDITION

*a compilation of groundbreaking research papers
paving the way for a promising generation of
leaders and political scientists*

Dean's Note

I am pleased to introduce this edited volume comprising the proceedings of the third Political Science Conference Model (PSCM). It is with great satisfaction that I observe the continued success and growth of this initiative, which has become a hallmark of our commitment to advancing research-oriented education.

The Political Science Department's dedication to organizing this conference is commendable, and this publication serves as a testament to their unwavering commitment to taking the teaching and learning process to new heights. The collaborative effort of the faculty, staff, and students involved reflects the department's commitment to scholarly engagement.

As you peruse the contents of this volume, I trust that you will find the insights and research contributions of our students and faculty to be both enlightening and enriching.

Best regards,

Prof. Wadouda Badran

Dean of the Faculty of Business Administration, Economics, and Political Science (BAEPS)

Vice-Dean for Teaching and Learning's Note

It is with great pleasure that I extend my heartfelt congratulations to the Political Science Department on the publication of the proceedings of the third Political Science Conference Model (PSCM). As Vice-Dean for Teaching and Learning, I am thrilled to witness the continued impact of this student-led initiative.

The PSCM has become a significant contribution to our teaching and learning process, enhancing the academic experience for our students and fostering a spirit of inquiry and scholarly engagement. I applaud the dedication and hard work of Prof. Amany Khodair, Head of the Political Science Department, and all those involved in the organization of this conference.

As you delve into the pages of this volume, I trust that you will appreciate the depth of research, the richness of discussions, and the academic excellence that our students bring to the forefront.

Best regards,
Prof. Hadia Fakhreldin
Vice-Dean for Teaching and Learning

Head of Department's Note

It is with immense pride and joy that I introduce the published proceedings of the third Political Science Conference Model (PSCM). This volume stands as a testament to the success of an initiative that has become a cornerstone of our department's commitment to research-oriented education and the cultivation of academic excellence among our students.

The success of the PSCM is a testament to the hard work, dedication, and enthusiasm of the Political Science Department's faculty, staff, and students. I would like to express my gratitude to Prof. Mohamed Lotfi, President of the British University in Egypt, Prof. Wadouda Badran, BAEPS Dean, and Prof. Hadia Fakhreldin, Vice-Dean for Teaching and Learning, for their unwavering support and encouragement. Their commitment to fostering academic excellence has played a crucial role in the success of the PSCM.

As you engage with the contents of this volume, I am confident that you will find the research contributions and insights presented by our students and faculty to be both thought-provoking and enlightening. May this publication serve as a lasting contribution to the academic discourse in the field of political science.

Warm regards,
Prof. Amany Khodair
Head of the Political Science Department

Table of Contents:

ABSTRACTS	2
Personal Protective Equipment (PPE) in the Face of COVID-19: Economic and Health Inequality During the COVID-19 Pandemic	2
<i>Lottie Winton</i>	2
Covid-19 Medical Waste in an Unequal World: Medical Waste Management and the Global North-South Divide	3
<i>Sarah Shafiq</i>	3
Developing New Regional Relations Between Nations for Global Sustainable Growth	4
<i>Aris Usenmez</i>	4
The Rise of Exclusionary Populist Movements Will Not Have an Impact on Sustainable Development, they Are the Impact of Sustainable Development	5
<i>Harry Ollington</i>	5
Each Man for Himself: Exclusionary Populist Movements and Inclusive Sustainable Development	6
<i>Chiara Ferlito</i>	6
Save the Children: Challenges Facing Syrian Refugee Children in Turkey. How Can We Protect Children from Abuse While Enforcing Human Rights Laws?	7
<i>Lujain ALThuwaikh</i>	7
From Obstructing to Appropriating Sustainable Development: Exclusionary Right Wing Populist Movements and the UN Sustainable Development Goals	8
<i>Diletta Maria Angelo</i>	8
The Relationship Between Individualism and Attitudes Towards Reporting Corruption: Evidence from South Africa.	9
<i>Abdelrahman Mokhtar and Lina Tageldin</i>	9
PAPERS:	10
Assessing the EU's Peace Facility: To What Extent Has SDG 16 Been Mishandled to Justify Securitization in the Name of Fostering Peace?	10
<i>Nancy Dakroury</i>	10
Sustainable Recovery in countries of conflict in the MENA Region and the Localisation of the Sustainable Development Goals	20
<i>Basmallah Rawash</i>	20
The Prospects of Sustainable Development in Non-Western Societies: The Case of South Africa	27
<i>Nada Sabry</i>	27
Towards Sustainability: Including Disabled People in Egypt's 2030 Agenda	38
<i>Farida Farghal and Mahinour Aboulatta</i>	38
Inclusive Education and SDGs: Autistic Children in the Egyptian Educational System	47
<i>Hana AbdelShakour and Salmeen Adel</i>	47

Abstracts

Personal Protective Equipment (PPE) in the Face of COVID-19: Economic and Health Inequality During the COVID-19 Pandemic

Lottie Winton

This paper will focus its attention on how the global inequalities deepened during the pandemic in the context of unequal distribution and production of personal protective equipment (PPE). The global south needed extra support from countries in the north however, even with the support, in countries like Rwanda thousands more deaths were still considered highly likely. In contrast, in the UK there was significant levels of support and resources provided to ensure that the least number of deaths occurred. The access, production, distribution and waste of the PPE equipment was not sustainable in society, and this was partly due to the financial dominance of political donors which fundamentally created mass health inequalities during the pandemic. Countries such as India, China and Malaysia who were the mass producers of PPE were ultimately the ones who didn't have access to it which again highlights the health inequalities during the pandemic. This was in turn with the UK politicians giving expensive contracts to their friends to make PPE when they didn't have the facilities to produce it and there was a world shortage. The difference between the global North and South in the pandemic was ultimately down to the political dominance and how economic inequalities affected the world health services and created more inequality when stability was needed most. This paper shows that by looking at the politics of PPE distribution, access and production, it is clear to see how the pandemic highlighted the pre-existing global health and economic inequalities.

Covid-19 Medical Waste in an Unequal World: Medical Waste Management and the Global North-South Divide

Sarah Shafiq

This paper seeks to explore both the politics and effects of medical waste management during the pandemic in the context of the Global North-South divide. Throughout the course of the global Covid-19 pandemic, many affluent global North countries sent off medical waste to lower income Global South countries to dispose of. A minority of countries agreed to having the waste sent to their nations. However, it has emerged that a number of Global South countries had medical waste sent to them without their knowledge or consent. Sri Lanka had up to 240 mislabelled containers of medical waste sent to them from the UK, whilst the Philippines had to send up to 2400 tons of waste back to Canada as the medical waste containers were mislabelled as plastics for recycling. Such countries were already dealing with their own issues of waste management. The lack of sanitary landfills in many African countries, for example, meant that medical waste has been dumped into 'general waste' which can lead to contamination of landfills and aquatic areas. This carries serious implications relating to pollution of fresh water and increasing the transmission and spread of the virus. Such practices of medical waste management between Global North and South countries carries serious ethical and sustainability implications. Consequently, this paper will argue that such approaches towards medical waste management during the Covid-19 not only serves as an example, but also works to actively deepen the inequalities of the Global North-South divide.

Developing New Regional Relations Between Nations for Global Sustainable Growth

Aris Usenmez

This paper seeks to research new ways to encourage regional growth between nations, finding a way to support local economic growth and lower the reliance on non-governmental or international organizations. As decolonization began after World War II, developing nations have since become too reliant on international shipping and aid. Either because of having no funds to boost local economy, owing to poor management due to a lack of experience as independent nations, instability in the region which they belong to, or external factors such as loans or natural disasters. As nations become more and more financially dependent to other countries with more powerful economies, many struggle to pay off loans, maintain crucial infrastructure or respond to any disasters. This paper will use of both the Gwadar Port in Pakistan and of the Myitsone Dam in Myanmar respectively to explore these themes. In both examples, ecological issues and the livelihood of the local people were overlooked. The Gwadar Port, along with other direct investments from China have made Pakistan's economy entirely dependent on the Asian superpower, as they now have three times more debt to China than the IMF. The international organizations set-up to prevent these issues have not been adequate and frequently been overextended. Through these examples, this paper will show that if global sustainable development is to become a reality, alternative ways to support a nation's economic growth through the means of fairer loans and non-partisan investments have to be found.

The Rise of Exclusionary Populist Movements Will Not Have an Impact on Sustainable Development, they Are the Impact of Sustainable Development

Harry Ollington

The increasing emergence of populist movements, across the world such as support for Trump in America, the far right in Italy, has had academics, politicians as well as others theorizing on why these movements are gaining such momentum, but also the negative impact they could have on inclusive development. However, this idea that populist movements are the force that could steer sustainable development away from the principles of collectivism and cooperation is misleading. These populist movements are the result of failing forms of sustainable development, not the threat to it. These movements are rising at such speed because sustainable development goals are broad wishes of a class of people who do not understand the troubles of the average person. Sustainable development is being carried out through financial, social and political integration. Even though this seems like a great idea, normal people in so-called developed countries are being left behind, because the SDGs don't help them. Through crisis after crisis these global goals and methods to achieve remain the same, not targeted or aimed at different parts of the world. There is no point trying to protect all people in future generations if the people today are not being protected. It's possible that nations today need to look at themselves individually and work out how to develop sustainably, so they can get popular support, and inclusive processes can prosper. Right now, sustainable development does not have popular support and is why so called 'exclusionary populist movements' are on the rise. It is a thought that is too often look, for the sake of protecting this great global project, but it has value and need for change is important to discuss at conferences like the British University in Egypt's.

Each Man for Himself: Exclusionary Populist Movements and Inclusive

Sustainable Development

Chiara Ferlito

This paper seeks to reflect on the consequences for the global sustainable development agenda of the increasing political popularity enjoyed by exclusionary populist movements across the globe in recent years. It will specifically investigate the causes of this widespread electoral popularity, paying particular attention to popular grievances in the areas of economic development and cultural preservation, as well as the xenophobic and ultra nationalist narratives promoted by these movements. By addressing these grievances, this paper will demonstrate how exclusionary populist movements are inherently incompatible with any notion of inclusive and equitable development due to their exclusionist and elitist nature. Furthermore, based on an examination of the general political stance taken by these movements on the topic of sustainable development, this paper will argue that, due to their inherently extreme nationalist ideology, such movements tend to prioritise national economic interests over potentially economically harmful measures. This often comes at the expenses of the global sustainability agenda, as demonstrated by the “Make America Great Again” (MAGA) movement discourse, along with that of other similar movements. In turn, due to the overwhelming presence of these movements in the debate over the economic costs of implementing sustainable reforms, this paper will contend that in order to maintain their electoral popularity, said movements oppose most, if not all, collective efforts towards sustainable development. In showing how national economies are prioritised above all else, this paper will ultimately draw attention to the harm posed by exclusionary populist movements towards the global sustainable development agenda.

Save the Children: Challenges Facing Syrian Refugee Children in Turkey.

How Can We Protect Children from Abuse While Enforcing Human Rights

Laws?

Lujain ALThuwaikh

This paper will examine the plight of Syrian refugee children in Turkey as a vulnerable group particularly susceptible to marginalization, discrimination and in need of protection. The ongoing war in Syria has produced more refugees than any other country in the world. As of 2021, approximately 6.8 million Syrians have been forcibly displaced, creating what is referred to as the “Syrian Refugees Crisis”. Turkey currently hosts the largest number of Syrian refugees, at more than 3.6 million. However, out of this figure, 1.6 million are children. Syrian refugees currently face a number of challenges, permanent displacement, refugee camps, deportation, as well as inadequate access to employment, education, and healthcare to name a few. Yet, in the case of Syrian refugee children many orphaned by the war additional issues exist. Child labor, sexual exploitation, human trafficking, and homelessness are just some of them. Reports from World Vision and Human Rights Watch reveal Syrian children are being forced to work in garment sweatshops, sold into marriage and are some yet to be found adequate shelter. This paper will in turn draw greater attention to these issues Syrian refugee children are facing, showing how new challenges surface upon leaving Syria and becoming refugees. Conversely, this paper will also explore efforts made by the Turkish government in partnership with UNICEF to help integrate Syrian children into the national education system. It will show how although some initiatives are a step in the right direction, more needs to be done to protect and save Syrian refugee children.

From Obstructing to Appropriating Sustainable Development: Exclusionary Right Wing Populist Movements and the UN Sustainable Development Goals

Diletta Maria Angelo

This paper will explore how far-right populism represents an obstacle for the achievement of the Sustainable Development Goals (SDGs) set by the UN as part of the 2030 Agenda for Sustainable Development. The 17 goals cover a range of issues, such as ending poverty, addressing climate change and reducing inequalities. The SDGs constitute a plan of action to achieve peace and prosperity for current and future generations. However, the policies of many far-right populist parties around the world have posed challenges to the achievement of these goals. Brazil's President Jair Bolsonaro leaves behind a legacy of destruction for the Amazon rainforest and Brazil's Indigenous people. Donald Trump's presidency of the United States of America was characterised by racist and misogynistic rhetoric reflected in his violent policies. Through an intransigent immigration stance, Marine Le Pen's French National Rally party contributed to French society's extreme Islamophobia. Moreover, with the newly elected right-wing Italian politician, Giorgia Meloni, attempting to "reclaim ecology and climate change from the left", the SDGs appear in danger of appropriation from right wing populist movements. Through the examples of Brazil, The United States, France and Italy, this paper will show how exclusionary populism both obstructs and appropriates sustainable development initiatives. It will also contend that if the UN goal of 2030 for sustainable development is to be achieved, grappling with the rise of far-right populism must also be part of the agenda.

The Relationship Between Individualism and Attitudes Towards Reporting

Corruption: Evidence from South Africa.

Abdelrahman Mokhtar and Lina Tageldin

South Africa has a Corruption Perceptions Index score of 44, and while this is just barely above the world average, 58% of South Africans believe that corruption is increasing and 76.2% believe they are unable to report it without risking retaliation, according to the latest round of Afrobarometer's survey. A country's corruption level is argued to be determined by its national culture and cross-cultural variation is primarily explained by individualism-collectivism. Several previous literature has tackled the relationship between individualism and corruption using macro indicators to find a negative relationship. However, the discrepancy that exists between the CPI score and the public beliefs warrants a micro approach to the relationship. This paper seeks to do that by analysing individual level data on individualism and attitudes towards reporting corruption from the latest round of the Afrobarometer's survey.

Papers

Assessing the EU's Peace Facility: To What Extent Has SDG 16 Been Mishandled to Justify Securitization in the Name of Fostering Peace?

Nancy Dakroury

Introduction

After the incomplete success of the United Nations Millennium Goals, a historic meeting between the world's governments, international and civil society organisations agreed to commit to a new paradigm named as Rio Declaration in 1992 (Bárcena, Cimoli, García-Buchaca, Fidel Yáñez & Pérez, 2018). This paradigm aimed to embrace the integration of the three elements together, economic growth, environmental sustainability and social equality. It later adopted seventeen interlinked global goals in 2015 by 193 Member States of the United Nations' General Assembly and aimed to address the 5 Ps' (People, Planet, Prosperity, Peace and Partnerships) (Bárcena, Cimoli, García-Buchaca, Fidel Yáñez & Pérez, 2018). Furthermore, it was considered as a vision on the course of 15 years, known as the 2030 Agenda. Goal number 16 of these goals states that it aims to "promote peaceful and inclusive societies" in order to sustain development. The stated goal's targets of the goal are to: promote the rule of law at the national level, reduce all forms of violence and reduce the "illicit financial and arms flows" (Bárcena, Cimoli, García-Buchaca, Fidel Yáñez & Pérez, 2018). In such a globalised world system, it is indeed difficult to perceive the achievement of any one of the other 16 global goals without achieving the security on the local scale, and thus, the regional and the international. Although peace as a concept is defined differently according to the people across different societies and how they experience them, what can be agreed upon is that, if human security is not on the top of the list and the primary goal, then the state's security can never be built or achieved as claimed. And if a state's security is not achieved, then it will consequently influence the neighboring states in the region and thus, this can reflect on the international scale.

Securitisation theory and its European Discourse

Different people have been concerned regarding what should be regarded as a security issue and if it only entails military threats or it can be expanded to other aspects as the migration, etc. (Bright, 2012), furthermore, a question was also raised regarding who shall determine the security threat and how it can be addressed. This puzzle has been later solved in the late 1980s, a theory has been developed in order to help in filling the gaps, and thus, securitisation theory has been introduced by Ole Waever, Barry Buzan and Jaap de Wilde who were the principle members in what-so-known as the Copenhagen School (Bright, 2012). Securitisation theorists tend to argue that “security is what actors make of it” (Ciută, 2009), in other words, the theory argues that national security policies are not given naturally, however, they are carefully designated by politicians. Thus, security issues are not pointed out as security issues unless a securitizing actor who has enough power articulate it as a problem (Ciută, 2009). For example, calling immigration as a national security threat by those politicians did shift the problem from a low national threat to a ‘high’ national threat that requires action to be taken.

What is special about securitisation theory is that it challenges the traditional approaches to security and assumes that problems in themselves are not threatening essentially, rather they become security problem when they are referred to them as so (Bright, 2012). Consequently, securitisation as a speech act is not as a description to the reality but rather a constitution of this reality which tend to trigger specific responses. Thus, threats for the audiences are constructed as genuine threat through the language of the policy makers, and accordingly, policy makers tend to exaggerate the urgency of the security threat to take the extraordinary targeted measures. The problem becomes fully securitized when the listening audiences do get convinced with the policy makers’ definition on the present nature threat and support his/her extreme measures, and if this collective agreement fails to take place then the securitising move will fail as well as it will not be fully legitimate. For instance, the violations in Guantanamo Bay detention camp or Abu-Ghraib prison and the use of torture inside them, increased surveillance and the squalid living conditions can illustrate this logic of exceptionality.

One of the problems that has been highly securitised in Europe was its migration crisis in 2015. As in the same year, over one million people (migrants and asylum seekers) managed to reach Italy and Greece as they as the southern states of the EU on the Mediterranean Sea and many

of them started to take secondary movements inside other states in the EU (Abderrahim, n.d.). Such a phenomenon has almost caused what-so-called “a meltdown” in Common European Asylum System and put the regimes’ border control in question (Abderrahim, n.d.). Consequently, migration has been seen by EU leaders as a genuine threat to the states’ national security which put defense and security on the top of the EU’s approach towards migration. As previously mentioned, the securitisation of an external threat can be a malicious tool for a decision maker to justify the implementation of extreme measures and Victor Orbán, the Hungarian Prime Minister, can be a good example of such. He alleged that the refugees were criminals and terrorists and genuine threats to the European economic, cultural, and societal security (Kaminski, 2015). By doing this, he managed to influence the Hungarian public to accept his securitising measures and narrative, as matter of fact, the public did already before perceive the migrants as a potential threat but he further succeeded in fueling it.

Migration to Europe was thus considered a huge securitised problem to an extent that member states decided to make unilateral measures as Hungary’s 175 kilometers long and 4 meters high fence which costed 800 million euros (Stivas, n.d.). Furthermore, EU states did also push back the asylum seekers to other EU member states, for instance, France was involved for many years in pushing back refugees to Italy (Abderrahim, n.d.). Therefore, it is important to mention that the problem of migration did put a tension between the EU states’ national and supranational interests. And this can be perceived nowadays with the rise of the left in different parts of the EU, for instance, Georgia Meloni of Italy and her stance from migrants as well as Emmanuel Macron’s push back of migrants to Italy (Frassoni, n.d.). It can be argued as well that as the for the European Union itself, tackling this irregular phenomenon was not merely about ensuring the security of its borders as much as it was about the increasing struggle for political power between the EU far parties and their skeptical views on the future of the EU. Consequently, for instance, leaders of Poland, Hungary and now Italy did engage in the process of securitising the problem migration. However, whether it is a problem of management and security or it is an emerged result of the skepticism of far-right parties, for them and in both cases, it was a problem that needed to be addressed and thus, securitised.

SDG 16 as the EU’s Alternative Solution

To limit the emergence of these refugee crises and with the support of Goal 16 and especially target 16.1 with indicator 16.1.2 which asserts the essentiality to combat crime and terrorism (Bárcena, Cimoli, García-Buchaca, Fidel Yáñez & Pérez, 2018), the EU managed to reframe it and used it to justify the what-so-called “train and equip” assistance to foster “peace and development” by security forces (Chadwick, 2021). And in spite of the criticism from different European advocacy groups and lawmakers, the EU did adopt the five billion Euros European Peace Facility (EPF) in March 2021 (Deneckere, 2019). This will later lead to open the door for the European bloc to send military aids to other “partner” states (Chadwick, 2021). It is important here to highlight that the idea of “partner” states, which was used to justify the emerging European military role, can be really critical. In other words, what are the measures and the parameters that can indicate those “partner” states to the EU? Selim (2019) did address the case of global powers’ intervention in the Middle East to fulfil their political and economic interest. For instance, Libya was considered as a turning point to China and Russia when Gaddafi was killed, as this consequently, damaged their interests in the region (Selim, 2019). This occurred due to, the EU’s closest ally, the United States and its intervention as it was concerned about the Russian-Chinese growing interest in Libya and specially the oil (Selim, 2019), in addition to the NATO’s coalition of 2011 left Libya deeply unstable with an extremely fertile environment for terrorist groups.

According to the EU, it argues that the European Peace Facility aims to assist these partner states by helping them to increase the “partner state’s” capability of their forces to ensure and sustain “peace and security” within its national territory by financing operations as well as the equipment needed and the infrastructure by the European Union’s Common Security and Defense Policy or “CSDP” (Deneckere, 2019). The proposal of the creation of this funding was firstly initiated in a conference in 2017 by the EU’s High Representative of Foreign Affairs and Security Policy, Federica Mogherini (Deneckere, 2019). Later on, it has been described as a part of an ambitious plan launched in 2016 which replaces the Athena Mechanism and African Peace Facility which were founded in 2003 and 2004 respectively (Furness & Bergmann, 2018). However, the EPF does differ from its predecessors of European and defense policy funds, as it is global in its mandate and also because it allows the EU this time to fund “lethal” equipment as ammunition and machine guns. It is also important to highlight the troubling change in the European foreign policy, as according to Article 41(2) of the European Union’s treaty forbids the utilisation of budgetary resources for the expenditures that arise from the operating that can cause defense

implication (Furness & Bergmann, 2018). To skip this part in a legal way, EU member states decided to circumvent this treaty prohibiting this through the creation of an off-budget fund (Furness & Bergmann, 2018). In other words, the EU member states have agreed to channel their funds through the European Development Fund which is not included in the EU's budget and consequently, not regulated of the Article 42.

The European Peace Facility: A New Instrument to Shift the World Order?

It can be argued that the EU, since its existence, did use its economic power to be able to influence the politics and its strategic partners around the world as it was not famous for using coercion in military means as its ally, the United States. However, there was a slight change in 2007 when the EU decided to set up certain battle groups consists of 1500 military personnel to be able to “respond to the world's emerging crises and conflict” (EU, 2017) but in practice, they have never been used. It has later also established a European Defense Fund which costed 7.9 billion Euro (European Commission, n.d.) in the aim of financing the warplanes of the next generation, ships and tanks, moreover, it was further agreed that the money funded will be only available to European defense companies. However, it became the first time for the EU to initiate a fund (EPF) that includes weapons to non-EU-member or its military forces. The perception of a new European foreign policy which supports giving arms to different unstable states which are led by “dictator” or “undemocratic forces” which especially existed in the Sahel of north-west Africa (European Peace Facility, 2022) does raise a concern. The idea is that providing training and equipment to governments who genuinely lack the solid foundation of the political will to cause a meaningful reform can eventually lead to the formation of a less peaceful society, more political unrest and thus, more refugees and migrants. For instance, in the case of Libya before, the EU did interfere in a lot of mission to control migration rates and maintain the European position in the region. However, it did fail to address such challenges, as numbers show that only in 2021, 62% of all sea arrivals on the Italian shore had departed from Libya (UNHCR, 2021).

Additionally, in the case of Ukraine, the European Union decided to “support” Ukraine with 2.5 Billion Euros under the European Peace Facility (European Council, 2022). After the invasion of Russia in Ukraine, Russia is sending lethal weapons to separatists while EU member states are openly providing military assistance to Ukrainian military forces (Fox, 2022). Ukraine

is an example of a classical proxy war between two super power in the international system, Russia and the EU besides the US (Fox, 2022). As a matter of fact, the EFP decided to increase its off-budget fund as an independent entity of the EU and not the NATO's. And this can indicate how the EU is aiming to be more of an independent international player. For instance, EU has always aimed to establish its own common European army as from 1991 until only the last year, the EU defense forces' spending combined has only increased by 20% against the US's funding which recorded 66%, 592% for China, and 292% for Russia (EEAS Press Team, 2022). But the United States did always oppose this idea since 1990s due to its fundamental failure of its post-cold war strategy towards Europe (Bergmann, Lamond & Cicarelli, 2021) and its persistence to have the upper hands in the international system where there is only one power as the US has always used its very effective power to block the EU's defense ambitions.

It can be argued that the EU's need has been in increase since the US military failures in Afghanistan and Iraq, and further fueled by the US's continuous rejection against the formation of EU's common defense forces did strain the trans-Atlantic alliance. Furthermore, it has weakened the NATO's military and contributed to the European relative decline in the EU's global clout (Bergmann, Lamond & Cicarelli, 2021). Macron himself has argued that NATO is facing a "brain-death" as he was highlight the lack of European-American coordination in their unilateral action that shall be taken in Syria (France 24, 2019), as Syria is controlled by Russia as an alternative way to assert Russia's position in the Middle East after the loss of Libya as a strategic partner (Selim, 2019). Consequently, the European Peace Facility as an independent off-budget fund can be perceived as the first milestone and step towards the EU's dream of common defense forces through intervening globally in the issues of security with not only humanitarian aids but also lethal weapons. Furthermore, it can be also perceived that the EU is slowly tries to practice the US's role in the international system, but this time it is acting autonomously and independently.

Conclusion

So far, it can be seen that it is a new instrument and also not completely new as certain elements of that instrument have actually been implemented before. As it builds itself on the former African Peace Facility which tended to provide "support of peace" via the African Union since 2007 and ended with the implementation of EFP in 2021 (Furness & Bergmann, 2018). The EPF

this time is a “global” facility, not only targeting Africa or other parts as before, which can underlie the future ambitions of the EU to start to globally engage in security matters. What is even more questionable is the usage of the EU’s public money to basically supply lethal weapons to foreign militaries, regardless of their governments’ system, cannot seem as the best way to be able to promote “peace” worldwide. However, it is hard to perceive that since the EPF can even make it easier with more accessibility for local militia to have control and get their hands on advanced weapons that can cause nothing but more suffering and instability within the state. Accordingly, it be argued that the EPF can neither establish peace nor lessen the number of migrants as peace cannot be established as long as the EPF is willing to support (repressive) states by training and equipping them which does help in reinforcing the same attitudes and policies that fueled the displacements and the instability of this state in the first place. Lastly, the inclusion of weapons in the EPF does completely stand in an utter contradiction with the European commitments to the notion of peace which has been claimed before. However, and as previously stated, it can be argued that the new rationale of the EU wants to become more of an international actor as the EPF does clearly aim to enhance and increase the EU’s presence and role as a security provider and to also potentially influence other states to develop its ties with as Russia or the Eastern bloc while at the same time gaining its strong influence on these states and, for the first time, away and indecently from its partners across the Atlantic Ocean.

Bibliography

- Abderrahim, T. (n.d.). The Securitisation of the EU's Migration Policies: What Consequences for Southern Mediterranean Countries and their EU Relations. Qualitative Analysis. Euromed Survey. IEMed. Retrieved from: <https://www.iemed.org/wp-content/uploads/2020/12/08.The-Securitisation-of-the-EUs-Migration-Policies-What-Consequences-for-Southern.pdf>
- Bárcena, A. Cimoli, M. García-Buchaca, R. Fidel Yáñez, L. Pérez, R. (2018). The 2030 Agenda and the Sustainable Development Goals: An Opportunity for Latin America and the Caribbean. United Nations Publication. Retrieved from: https://repositorio.cepal.org/bitstream/handle/11362/40156/25/S1801140_en.pdf
- Bergmann, M. Lamond, J. Cicarelli, S. (2021). The Case of EU Defense. The Center for American Progress. Retrieved from: <https://www.americanprogress.org/article/case-eu-defense/>
- Bright, J. (2012). Securitisation, terror, and control: towards a theory of the breaking point. *Review of International Studies*, 38(4), 861–879. Retrieved from: <http://www.jstor.org/stable/41681493>
- Chadwick, V. (2021). First Look at EU Heavyweights' Peace Priorities. Devex. Retrieved from: <https://www.devex.com/news/first-look-at-eu-heavyweights-peace-priorities-99475>
- Ciută, F. (2009). Security and the Problem of Context: A Hermeneutical Critique of Securitisation Theory. *Review of International Studies*, 35(2), 301–326. Retrieved from: <http://www.jstor.org/stable/20542791>
- Deneckere, M. (2019). The Uncharted Path Towards a European Peace Facility. ECDPM. Retrieved from: <https://ecdpm.org/wp-content/uploads/DP-248-The-uncharted-path-towards-a-European-Peace-Facility-ECDPM-March-2019.pdf>

- EEAS Press Team. (2022). We need to increase European defense capabilities, working better together. European Union: External Action. Retrieved from: https://www.eeas.europa.eu/eeas/we-need-increase-european-defence-capabilities-working-better-together_en
- EU. (2017). EU Battlegroups Factsheet. Retrieved from: https://www.eeas.europa.eu/sites/default/files/factsheet_battlegroups.pdf
- European Council. (2022). European Peace Facility: EU support Ukraine increased to 2.5 Billion Euros. Council of Europe. Retrieved from: <https://www.consilium.europa.eu/en/press/press-releases/2022/07/22/european-peace-facility-eu-support-to-ukraine-increased-to-2-5-billion/#:~:text=The%20Council%20adopted%20today%20two,civilian%20population%20against%20the%20ongoing>
- European Peace Facility. (2022). European Peace Facility Factsheet. Retrieved from: https://www.eeas.europa.eu/sites/default/files/eu-peace-facility_factsheet2022-02-04_02.pdf
- European Union, European Defense Fund. (n.d.). European Commission. Retrieved from: https://defence-industry-space.ec.europa.eu/eu-defence-industry/european-defence-fund-edf_en
- Fox, A. (2022). Ukraine and Proxy War: Improving Ontological Shortcoming in Military Thinking. An Association of United States Army Publication. Retrieved from: https://www.researchgate.net/publication/362780721_Ukraine_and_Proxy_War_Improving_Ontological_Shortcomings_in_Military_Thinking
- Frassoni, M. (n.d.). Macron is inconsistent on migration and is strengthening anti-EU forces. European Greens. Retrieved from: <https://europeangreens.eu/news/france-must-also-open-its-ports-migrants>

Furness, M. Bergmann, J. (2018). A European Peace Facility Could Make a Pragmatic Contribution to Peacebuilding around the World. German Development Institute. Retrieved from: https://www.idos-research.de/uploads/media/BP_6.2018.pdf

Kaminski, M. (2015). “All the terrorists are migrants”. Interview on Politico. Retrieved from: <https://www.politico.eu/article/viktor-orban-interview-terrorists-migrants-eu-russia-putin-borders-schengen/>

NATO is suffering “brain death”, argues French President Macron. France 24. Retrieved from: <https://www.france24.com/en/20191107-macron-claims-nato-is-suffering-brain-death>

Selim, G. (2019). The Sino-Russian Strategic Understanding on the Arab Uprisings: Motivations and Implications. International Journal of Contemporary Iraqi Studies. 13(2-3):243-69
Retrieved from: https://www.researchgate.net/publication/340894494_The_Sino-Russian_strategic_understanding_on_the_Arab_uprisings_Motivations_and_implications

Stivas, D. (n.d.). How Political Leaders ‘securitise’ external threats to achieve their goals. The Loop. ECR’s Political Science Blog. Retrieved from: <https://theloop.ecpr.eu/how-political-leaders-securitise-external-threats-to-achieve-their-goals/>

United Nations High Commissioner for Refugees. (2021). Arrivals to Europe from Libya. Operational Data Portal: Refugee Situations. Retrieved from: <https://data.unhcr.org/en/documents/details/88700>

Sustainable Recovery in countries of conflict in the MENA Region and the

Localisation of the Sustainable Development Goals

Basmallah Rawash

Challenges facing Sustainable Development in MENA (Iraq and Libya focus)

The Arab Spring marked a new beginning for the Middle East and North Africa's aspirational strive to democracy and fair living conditions. However, the domino effect of destruction that overcame the region in the past decade overpowered any dreams of revolutionary change, this being more prominent in countries remaining in intra-state conflict to this day. Whether it's bitter collision of the Iraq War and the Arab Spring in Iraq or the violent power struggle in Libya, the results of immense instability in these countries prove very alike ; heavily compromising human security damaging potential for long-term 'sustainable' development. The devastation that reached human lives spread to infrastructure and superstructure, consequently declining both the state's and individuals' ability to cope with the constant shocks of conflict and augmenting their vulnerability. In the case of Libya and Iraq, the continuity of wars stems from local tensions that remain unresolved. Examples are the presence of multiple armed militias, each claiming to be the legitimate governing authority, sectarian divides, foreign allied groups etc. It would be demeaning to the political situation in these countries however to ignore the international and regional intervention and its escalation to the crises. Regional and international competition are heavily spilling over into conflict affected countries' domestic politics ; with Egypt and Turkey in Libya, and Iran and the United States in Iraq, international powers have long put their interests first, further adding into the complexities of resolving the conflicts. This foreign interference feeds on and aggravates political polarisation, making rival groups, usually armed and supported by their international allies, resist reunification. But how does this challenge sustainable development? The years of reoccurring turmoil and lawlessness made it extremely difficult to establish long-term peace and strong political resolutions. Even when a ceasefire or some form of peace is put into place, the outcome is extremely fragile and short-lived. According to Marc (2016), 90% of civil wars in the past 10 years occurred in countries which have already been through civil wars in the 3 decades before that, meaning it is the fragility of these countries and their unresolved tensions that results in unsustainable peace. An expected result of the constant instability is the partial or

complete failure on the institutional level. The lack of proper coordination between central authorities as citizen-state relation collapses and rising corruption due to the lack of supervision and transparency are all the aftermath of institutional failure in the region. Furthermore, productive funding, whether originating from foreign investment or domestic spending, is unlikely in conflict situations, as the foreign investor deems the country untrustworthy and risky and the domestic government would much rather focus funding in military means. Humanitarian aid is the most prominent form of international assistance in crises zones and while the foreign contribution is usually welcomed, it is not a sustainable means of financing longer term development. Iraq and Libya, according to the United Nations Erian et al's. (2021) report, are in "early recovery post-conflict environments". Both countries have established their '2030 Visions' and have recently provided voluntary national reviews despite their structural and institutional challenges, officially putting them on the road to recovery and sustainable peace.

Conceptual Framework: Sustainable Recovery

Conflict contexts require a clear transition phase into an environment that effectively allows development. The Sustainable Development Goals will remain unattainable as long as the humanitarian and peacebuilding obstacles are not adequately addressed first. Research from the United Nations Trust Fund for Human Security (n.d.) refers to this as the 'Human Security Approach'. This approach works to identify the challenges threatening the survival and livelihood of citizens and designing a response to face said challenges, which in the case of conflict zones in the MENA region, is active violent conflict. The primary priority to states facing political crises is to protect human lives in every possible way, as mentioned previously however, this protection strategy is usually temporary and ineffective on the long run as the underlying factors have not been addressed. Pre-existing research into 'Sustainable Recovery' takes a generally economic or an industrial approach, which often times ignores the humanitarian aspect of disasters and the origin of the country's complications. For example, Secretary General of the Arab League Ahmed Abul-Gheit, as reported by ElBey (2022), assesses the losses of the covid-19 pandemic in terms of economic and production losses and emphasises that recovery lies in sustainable finance and entrepreneurship, all whilst skimming over the loss of human lives and the effect of covid-19 on violence ridden vulnerable communities in the region. Thus, in an attempt at a less dehumanising approach, this research looks at Sustainable Recovery in terms of SDG 16 'Peace, Justice, and

Strong Institutions’, reconstructing domestic recovery and development programmes so that they are focalised on people and conflict resolution. Sustainable recovery in this context would be an exit plan from conflict towards sustainable development, a plan that needs a stable environment, unified state authority, and first and foremost, peace. The United Nations 2030 Agenda highlights that there can be no sustainable development without peace, because the vulnerability and lack of security felt by both the state and the people makes any other SDG impossible to reach. The World Bank (2017) directly connects recovery to peace building in countries emerging from violent political crises, emphasising that an effective security sector, judicial system and trustworthy strong institutions are essentially the first steps in development. Edeh & Ikehchukwu (2014) argued that strong institutions and stability in the third world are generally symbolised by a powerful and unified military, a significant aspect most conflict zones (Yemen, Iraq, Libya, Syria) lack, and are instead replaced by a variety of armed militias representing different factions in each country. Moreover, the Erian et al. (2021) report explains that a disaster/risk reduction framework that includes humanitarian relief and peacebuilding and intersects them with development would improve coherence in domestic policies and enhance the efforts to advance the sustainable development goals. Stabilisation of heavily politically polarised countries such as Iraq and Libya require consolidation and reconciliation of peace among its groups. A centralised government with adequate representation of the various political factions and unified security and policing apparatus is the necessary step post said consolidation.

A representative of the Yemeni government in a (2021) United Nations press release expressed the need for the coordination between local governments and international organisations, after suspending humanitarian aid, to implement a recovery plan that enables Yemen to pursue sustainable development. Similar sentiments have been stated by multiple other state representatives, including Libya and Iraq, expressing their desire to coordinate with international bodies and ensure their support along the conflict-affected countries’ path to long-term peace and ultimately, development. Another key element in sustainable peace and recovery is the engagement of local actors and vulnerable local communities in the national efforts, building on SDG 16 targets 6 and 7: respectively “Develop effective, accountable and transparent institutions at all levels and target” and “Ensure responsive, inclusive, participatory and representative decision-making at all levels” (United Nations, 2015). In the Iraq Vision 2030, a

member of the Iraqi Ministry of Planning declared that the primary priority the Iraqi government has is to transition from their current phase of recovery and take the road to sustainable development. But what comes after the prioritization of the peace-building angle ? While the catalysation of peace through recovery is the key step before development, there remains to be a plethora of other priorities, specific to each country and region, that should also be urgently addressed.

Localisation of the Sustainable Development Goals

The loss of basic infrastructure in addition to the financial and economic setbacks of the armed conflict have resulted in a dramatic soar in poverty, food insecurity and illiteracy. Conflict affected countries in the region face very specific and unique challenges that obstruct their way to sustainable development. While the SDGs provide a general set of goals for the global community to achieve by 2030, it is up to each country to assess their needs and priorities and identify the adequate strategy for their case. Localisation, as explained by Oosterhof (2018), is the process in which countries evaluate the areas they lag the furthest behind in, assess the reasons behind such lag and work towards the sustainable development goals that fall under that area. This process improves the coordination amongst citizens and their local governments, as ideally, the citizens' needs are reflected and prioritised and the governments are to be held accountable for outcoming developmental gains. The engagement of local entities into the process of localisation ensures the developmental plan reaches the desired outcome and does not result in a further waste of the resources so direly needed.

Not only were there pre-existing complications in poverty reduction and malnourishment in conflict ridden countries, any efforts or gains made in these areas have been in decline throughout the past decade, and more recently, due to covid-19 and these countries' fragility to shocks. Putting a stop to extreme poverty in the MENA region necessitates 'fixing' first the underlying factors of injustice, inequality, and displacement. Proper education is the beacon of hope for poverty reduction and long-term economic development in the region. However, according to a UNESCO (2016) report, there is a shortage of sufficient resources (scarcity of teachers or academic material) and infrastructure (schools and universities) for children's and adolescents' education, depriving the conflict zones of a functioning educational system. The obstacles blocking children from education are unfortunately not only limited to a lack of

resources. Financial status, gender, and even location could determine whether a child receives education. This cycle of poverty and education grows in viciousness day by day as active conflict remains and lives are undermined. Furthermore, the damage of militarization and the turbulent political environment has not spared the healthcare system in conflict affected countries. With health facilities (hospitals) becoming targets, electricity shortages damaging medical devices and the increasingly lowering access to essential medication. While these are the priorities agreed upon by representatives in the region (Erian et al. 2021), environmental disasters are looming, mostly faced with ignorance as the local stakeholders would rather address the calamities already occurring then face the future threats of climate change.

To conclude, while every country across the globe may have its own path or SDG priority, what remains to be inarguable is that the number one step conflict zones in the MENA region must take is halting the intra-state violence. The journey of peace-making in countries with decades long legacies of conflict is extremely difficult but necessary for any potential of development. Nothing but a revolutionarily novel social contract would set the scene for sustainable developing in post-conflict recovery scenarios. This social contract would need to introduce a politically inclusive, non-fragmented governing system, halting corruption by incorporating independent investigative body that ensures accountability of local political actors and ending arbitrary militarisation (by both foreign and national parties).

These steps would be followed by the refocusing of resources on the areas such as education, health, and poverty elevation in place of the military/arms industry. In environments experiencing rampant violence, especially for such an elongated period of time, long-term or sustainable development is observed by both the governments and the people as a luxury, the simple desire to live another day or afford the next meal being the outmost priority. The SDGs call for nothing more than basic human rights, a matter that should not be a privilege most cannot achieve or experience. It is not only the duty of the domestic governing bodies in the MENA region to bring conflict to an urgent stop, but the duty of an international community that abides to and coordinate to implement the final SDG: Partnership for the goals.

Bibliography

- Marc, A., 2016. Conflict and violence in the 21st century: current trends as observed in empirical research and statistics. World Bank Group.
- Michon, X., & Machano, J. (2020). *The Future of Development is Local*. Foreign Policy. <https://foreignpolicy.com/2020/01/22/sustainable-development-goals-sdgs-think-local-cities/>
- UNDP Publications. (2022). *SDG Localisation in the Arab States*. <https://www.undp.org/arab-states/publications/sdg-localization-arab-states>
- Erian, W. , Sadek, S. , Arnold, D. , S, J. & Howland, D. (2021). United Nations. *THE ATTAINMENT OF SDGS IN CONFLICT-AFFECTED COUNTRIES*. United Nations Economic and Social Commission for Western Asia (ESCWA). <https://shorturl.at/bcU38>
- United Nations Trust Fund For Human Security. (n.d.). *What is Human Security ?* United Nations. <https://www.un.org/humansecurity/what-is-human-security/>
- The World Bank. (2017). *Recovery and Peace Building Assessments*. World Bank Group. <https://www.worldbank.org/en/topic/fragilityconflictviolence/brief/recovery-and-peace-building-assessments>
- Katramiz, T., Okitasari, M., Masuda, H., & Kanie, N. (2020). *Local Implementation of the 2030 Agenda in the Arab World: Addressing Constraints & Maximising Opportunities*. United Nations University Institute for the Advanced Study of Sustainability. <https://collections.unu.edu/eserv/UNU:7577/UNU-IAS-PB-No19-2020.pdf>
- Edeh, H. & Ikehchukwu, U. M. (2014). Military and Politics: Understanding the Theoretical Underpinnings of Military Incursion in Third World Politics. *Mediterranean Journal of Social Sciences*. <http://dx.doi.org/10.5901/mjss.2014.v5n20p2047>
- AlMasri, S. & Abdo, N. (2020). *For a Decade of Hope Not Austerity in The Middle East and North Africa*. Oxfam International. DOI: 10.21201/2020.6355
- Oosterhof, P. D. (2018). *Localizing the Sustainable Development Goals to Accelerate Implementation of the 2030 Agenda for Sustainable Development*. Asian Development Bank. <https://www.adb.org/sites/default/files/publication/472021/governance-brief-033-sdgs-implementation-2030-agenda.pdf>

- UNESCO. (2016). *Sustainable Development in the Least Developed Countries – Towards 2030*. UNESCO Paris.
https://www.un.org/ohrlls/sites/www.un.org.ohrlls/files/sustainable_development_in_the_least_developed_countries_towards_2030.pdf
- United Nations Press Release. (2021). *Political Will, Inclusive Dialogue Key to Ending Conflict in Yemen, Special Envoy Tells Security Council*. United Nations.
<https://press.un.org/en/2021/sc14439.doc.htm>
- ElBey, D. (2022). A Sustainable Recovery. *Al-Ahram Weekly*.
<https://english.ahram.org.eg/NewsContent/50/1201/461163/AlAhram-Weekly/Egypt/A-sustainable-recovery.aspx>
- Monteiro, A.S, Abdelgawad, N., Flores, M.C., Siñani, M.B., & Alusiol, R.A. (2021, May 14). Sustainable Solutions for the Global South in a Post-Pandemic World. *IASSpublic*.
https://publications.iass-potsdam.de/rest/items/item_6000906_1/component/file_6000907/content
- Wahba, M. (2021). Can the Arab Region meet the Sustainable Development Goals by 2030? *The Cairo Review of Global Affairs*. <https://www.thecaireview.com/midan/can-the-arab-region-meet-the-sustainable-development-goals-by-2030/>

The Prospects of Sustainable Development in Non-Western Societies: The

Case of South Africa

Nada Sabry

Introduction

Sustainable development has been of major interest to the international community since the 1990s. During the 2000s, the concept evolved and gained increasing prominence in a highly globalised world, owing primarily to global environmental issues, economic recession, and resource inequality. The attainment of sustainable development is a primary policy goal for major international institutions, such as the United Nations (UN), the World Bank (WB), and the World Trade Organization (WTO) (Elliott, 2013). As a result, sustainable development has evolved into a highly prevalent paradigm in the field of development.

Despite numerous criticisms of sustainable development as a concept and its challenging attainment, regional and international efforts persist in the pursuit of sustainability. Accordingly, this paper aims to critically examine the complex and challenging nature of sustainable development, it provides an in-depth examination of the concept and its evolution over time. The paper surveys the existing literature on the topic and employs a case-based approach as a method of analysis. It focuses on post-apartheid South Africa's trajectory in the pursuit of sustainable development.

This paper argues that despite the various critiques to sustainable development as primarily a western oriented concept which targets developed countries; South Africa has proven to be a leading non-western example in the pursuit of sustainable development. Through its continuous efforts to achieve sustainable development that is appropriate and specific to the South African context, including shared and accelerated growth -economic pillar-, targeted interventions and community mobilisation to eradicate poverty -social pillar-, and ensure the ecologically sustainable use of its natural resources and eco-system services -environmental pillar-.

The paper is divided into three parts: The first part provides a comprehensive conceptual analysis of sustainable development, by examining its emergence and evolution as a concept. The

second part critically examines the different interpretations of sustainable development within the literature, it analyses key challenges and areas of development within the concept. The third part examines the South African case in its pursuit of sustainable development via the lens of its three core pillars.

Sustainability and Sustainable Development: A Conceptual Analysis

The concept of sustainable development was articulated in response to the various environmental issues the world has been facing. Ranging from air pollution to climate change and resources exploitation. Its emergence as a concept was an incremental process, therefore, to provide a comprehensive analysis of sustainable development as a concept, it is of theoretical importance to deconstruct this process.

Foremost, sustainable development was derived from the concept of sustainability. According to Heinberg (2010), the origins of sustainability are traced back to the traditions of many indigenous cultures. For instance, it was a fundamental principle “in the Iroquois Confederacy’s *Gayanashagowa*”, which is translated into the “Great Law of Peace”. This law required rulers to consider the consequences of their decisions on the next generations. Further, the term sustainability was introduced in Europe in 1713 in Hans Carl’s book “*Sylvicultura Oeconomica*”.

Moreover, the concept was officially defined in the 1987 Brundtland Commission Report on Environment and Development. It was referred to as the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” However, the report was primarily concerned with the advocacy for the reconciliation between the economy and the environment due to the negative consequences of industrialization and the rapid population growth (Brundtland, 1987, p. 13-8). Scholars have criticised the Brundtland definition for its generality, ambiguity, and inability to address states’ unsustainable practises, such as their use of nonrenewable energy (Heinberg, 2010). Therefore, the term was later broadened to include the non-environmental aspects of sustainability, and non-economic aspects of development (Von Schirnding, 2005).

Initially, the guidelines for the protection of environment were established in the 1972 UN conference for Human Development in Stockholm. The guidelines targeted governments of participating states, it went beyond the mere economic-environmental reconciliation into incorporating a social dimension. Demonstrated in principles 1-13 through the demand for freedom, equality, and the right to adequate living conditions in the rationalization of national resources (UN, 1972, p. 3-27).

Although the term "sustainable development" was not explicitly mentioned, the international community agreed on its fundamental principles that now constitute the concept's core foundation. Therefore, examining the concept, it can be seen that its origins are rooted in the promotion of the sustainable use of natural resources. In this context, there was a global disagreement in which developed countries were concerned with environmental issues while developing countries were concerned with poverty issues (Shi et al., 2019, p.5).

In light of this context, the emergence of sustainable development as a distinct concept from sustainability, led to the distinction between sustainability and sustainable development within the literature. Whereas sustainability generally refers to the management of resources while sustainable development refers to the process through which this management is achieved. Further, sustainable development encompasses three main pillars: economic, environmental, and social (Taylor, 2016, as cited in Mensah, 2019, p. 9)

The main foci of each pillar can be summarized as follows: First, the economic pillar is benchmarked on the idea of an efficient and responsible use of resources on the long-term. Second, the environmental pillar focuses on reducing carbon footprints, waste, and water usage, whilst maximizing the use of clean energy and achieving efficiency. Thirdly, the social pillar focuses on the interactions of systems and processes that contribute to the development of self-sustaining healthy and livable communities. In this context, Mensah (2019, p. 9-10) argued that because the three pillars are so inextricably linked and intertwined, decision-makers must maintain this interconnectedness by promoting responsible human behaviour at both the national and international levels. Therefore, sustainability can only be achieved when all three pillars are addressed together (Harris, 2003, p. 1-2).

Challenges to The Sustainable Development Concept

Although there is a lack of consensus within the literature regarding the definition of sustainable development or the methods of achieving it. A relative consensus exists on its three pillars, as well as on the critical nature of sustainability's short- and long-term implications for current and future generations (Mensah, 2019, p. 15).

In practise, attaining sustainable development is sometimes regarded as practically impossible. Its establishment is a time-consuming and costly process. It entails simultaneously protecting the economy, the environment, and the social cohesiveness of the society. That is why the majority of governments that lack resources, and a strong budget are at a disadvantage. One of the most significant obstacles to the notion of sustainable development is that its pre-existing framework does not directly address the disparity between developed and developing countries. To illustrate, the UN report on Human Development (1972, p. 3) states that patterns of underdevelopment and a lack of adequate human living conditions are the fundamental catalysts behind the obstacles that developing nations encounter in their quest of sustainable development.

Nonetheless, Elliott (2013, p. 3) argued that the fundamental challenges to the pursuit of sustainable development primarily exist in the “Global South” as a result of the consumption patterns of the “Global North”, therefore, examining sustainable development in developing countries in isolation from the wider context would be fallacious. In this context, it can be argued that prospects for sustainable development in developing and underdeveloped countries are evidently shaped in part by forces and decision-making processes located elsewhere, often in western developed countries.

Building on the arguments of the sustainable development critiques, Shi et al., (2019, p. 2) argued that interpretations of sustainable development within the literature continue to lack a comprehensive perspective on how it can be achieved. Some scholars interpret sustainable development from a simplistic view which addresses long-lasting drastic changes. These changes are mostly business and enterprise oriented, which makes such interpretations problematic in certain cases. For instance, while South Africa's agricultural production has increased significantly, an enterprise-oriented analysis completely disregards this growth (Shi et al., 2019).

The Case of South Africa: A Rising Model for Sustainable Development

I. An Overview of the Case:

The historical background of South Africa is fundamental to the understanding of its overall developmental trajectory, as well as its path to achieving sustainable development inclusive of its three pillars. During the 1990s, South Africa was subject to apartheid by the white minority, the systematic discriminatory patterns against non-white people resulted in two-thirds of the population living in extreme poverty (Munslow & Fitzgerald, 1994, p. 227).

In this regard, it is important to note that The Brundtland Commission Report on Environment and Development (1987, p. 241) stated that the apartheid's inhumane policies were not only the primary source of conflict, but also directly contributed to the country's environmental degradation. Due to the "homeland system" adopted by the white minority, additionally contributing to economic inequality and racial segregation.

As a result, the main challenges facing South Africa in its path to achieving sustainable development include high income disparities, an overgrowing population, environmental degradation, a highly dependent economy, in addition to cultural and racial divisions. According to the World Bank (2013), a Gini coefficient of 0.69. indicates that the top 10% of the population accounts for 58% of income while the bottom half accounts for less than 8%, resulting in one of the highest inequality levels of the world.

Nevertheless, the democratization process which took place in South Africa have given it the opportunity of becoming a leading example in sustainable development in Africa, by allowing it to focus more on the allocation and use of its resources (Munslow & Fitzgerald, 1994, p. 229). The 1987 Brundtland Commission Report on Environment and Development established a set of objectives for sustainable development policies that were further enhanced by the efforts of international environmental institutions. These objectives included building global alliances, integrating environment and development, and transforming attitudes and practices. These general principles have informed the process of South Africa in developing its policy framework and management structures for sustainable development as follows.

First, South Africa's active participation in the Southern African Development Community (SADC) offers considerable potential with regards to the objective of building global alliances. It has been a member since 1994 and is now occupying a crucial leadership position in

the SADC being the chair (Desmidt, 2017). Second, in terms of integrating the environment and development, South Africa's national parks and biodiversity contribute significantly to the country's foreign exchange earnings through tourism. Which enables it to pursue one of the sustainable development strategies by benefitting from its natural resources (Munslow & Fitzgerald, 1994, p. 229-30). In effect, this is aligned with sustainable development, as it generally entails developing in a way that is compatible with the carrying capacity of the natural resource.

II. The Economic Pillar:

In the twentieth century, an incremental shift occurred in the South African economy from a rural, agricultural economy towards a more urban and industrialized one. Initially, its industries were based on mining, then transitioned to a minerals-based industrialization, with an energy supply mainly based on coal and imported crude oil (Trollip et al., 2014, p. 168).

The coal industries play a vital role in South Africa's pursuit of sustainable development.

Their role is further illustrated in The International Energy Agency (IEA)'s 2006 report on the role of coal mining industries in assisting the South African government in the pursuit of sustainable development. The roles of the coal mining industries are multidimensional and cross-cutting of the three key pillars of sustainable development. For instance, case studies examined in the report included Anglo Coal's HIV/AIDS initiatives in South Africa since 2002, Xstrata's schools development programme 2003-2004, and Black Economic Empowerment in Commercial Farming, as well as Eskom's Reducing Water Consumption in Power Generation since 2004 (OECD, 2006, p. 77-82).

Unemployment is a significant impediment to South Africa's economic development. According to standard definitions, the unemployment rate reaches 25.5%. Nonetheless, over the last decade, average GDP growth of 3.5% has not been associated with a significant increase in employment. The NDP anticipates average GDP growth of 5.4% until 2030 (NPC, 2011), while the NGP states that GDP growth of between 4 and 7 percent is necessary to accomplish development objectives (Trollip, 2014, p. 168). Therefore, the challenge remains for South Africa to carry out national projects that are aligned with sustainable development and aim to increase its GDP.

Furthermore, these issues are recognised in key policy documents, including the National Development Plan (NDP) and the New Growth Path (NGP), and they are critical in economic policies aimed at mitigating GHG emissions. Nonetheless, there has been an increase of social grants were to 14.8 million people in 2011 from 3.8 million in 2001 (Gumede, 2013). While social grants for the people may be beneficial in achieving development, nevertheless, relying solely on grants is unsustainable, and further significant socioeconomic development is required to address poverty, inequality, and unemployment.

III. The Environmental Pillar:

With regards to the environment, South Africa is extremely vulnerable and prone to the impacts of climate change due to its socio-economic and environmental settings. Which is a key driver behind its efforts to maintain its green house gas emissions and the pursuit of environmental sustainability. The African Climate Change Response White Paper (2011), states that South Africa's overall approach to climate change response is a customized needs-based, developmental, transformational, empowering, and participatory. In addition, it is a dynamic process that is evidence-based and cost effective (DEA, 2011).

South Africa is committed to contributing its fair share to global Green House Gas (GHG) mitigation efforts in order to keep the temperature increase well below 2°C, according to the African Climate Change Response White Paper (DEA, 2011). This level of effort, with financial, technological, and capacity-building support, will enable South Africa's GHG emissions to significantly decrease between 2020 and 2025. Thereby, decreasing the severe implications of GHG on the environment and contributing to it sustainable development trajectory.

IV. The Social Pillar:

The social conditions of South Africa have been mostly shaped by the challenges of the apartheid. Whereas the apartheid left a legacy of inequality, poverty, and lack of national unity due to racial segregations (Gumede, 2013). However, South Africa has achieved significant social developments following its democratization process. Which resulted in the stabilization of economy in the mid-2000s and, thereby, an improvement in social conditions.

According to Gumede (2008, p. 15) post-apartheid South Africa has combined its public policy with the overall human development approach. Which can be seen in how the social policymaking in South Africa was shaped in part as an instrument for ensuring a sense of citizenship. The government's public policies have been developed in such a way that they minimise future generations' opportunity costs while also avoiding any negative externalities. Which is now being done through a rigorous process that ensures the involvement of different state institutions and equal representation of all segments of society along the policy-making cycle.

The South African government have been actively developing policies, frameworks, and norms and standards for an enhanced social development sector. These policies include providing social income support to the poor and vulnerable, addressing major health diseases such as gender-based violence, and HIV and AIDS with the support of NGOs. In addition, the government developed a National Youth Policy (NYP) 2020-2030 which is a cross-sectoral policy. Its main purpose is to positively influence youth development outcomes for young people at local, provincial, and national levels in South Africa (Tibane, 2020).

Furthermore, South Africa's first Voluntary National Review (VNR) in 2019 demonstrated the country's commitment to the comprehensive and integrated implementation of the UN Agenda 2030 and includes contributions from multiple stakeholders. The pursuit of sustainable development goals (SDGs) directly contributes to the pursuit of an overall sustainably developed country.

Conclusion

To conclude, the purpose of this research was to critically examine the notion of sustainable development, its inception, and its evolution. It investigated the concept's analytical and practical significance by reviewing the literature and analysing the South African case. The findings of the paper include the following: First, the notion of sustainable development has matured into a critical paradigm in the field of development and is the primary concern on many international institutions. Second, the trajectory of a country's sustainable development cannot be analysed in isolation from its larger context or historical background. Thirdly, underdeveloped

countries can pursue sustainable development based on their availability of resources and incorporating their unique experiences and biodiversity.

Bibliography

- Desmidt, S. (2017). Understanding The Southern African Development Community Peace and security: how to fight old and new demons? 1-23 Retrieved from www.ecdpm.org/pedro
- Department of Environmental Affairs (DEA). (2011). National Climate Change Response White Paper. 4-49. Retrieved from www.gov.za
- Elliott, J. (2013). An Introduction to Sustainable Development. 4th ed. *Routledge Perspectives on Development*. DOI: <https://doi.org/10.4324/9780203844175>
- World Commission on Environment and Development. (1987). Our common future. Oxford: Oxford University Press. Retrieved from www.sustainabledevelopment.un.org
- Gumede, V. (2013). Social and Economic Transformation in Post-apartheid South Africa: Progress and Challenges. Ch 17. 279- 294.
- Gumede, V. (2008). Public policy making in a post-apartheid South Africa: A preliminary perspective. *Africanus*, 38, 7-23. Retrieved from <https://www.semanticscholar.org/>
- Harris, J. (2003). Sustainability and Sustainable Development. *International Society for Ecological Economics Internet Encyclopedia of Ecological Economics*. 1-12. Retrieved from <http://isecoeco.org>
- Heinberg, R. (2010). What Is Sustainability? The Post Carbon Reader Series: Foundation Concepts. 1-12. Retrieved from <https://cdn.auckland.ac.nz>
- Mensah, J. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. *Cogent Social Sciences*, 5:1. pp. 1-22 Retrieved from <https://doi.org/10.1080/23311886.2019.1653531>
- Munslow, B. & Fitzgerald, P. (1994) "South Africa: The Sustainable Development Challenge." *Third World Quarterly* 15, no. 2. 227–42. Retrieved from <http://www.jstor.org/stable/3993144>

- Organization for Economic Co-Operation and Development (OECD), (2006). Case Studies in Sustainable Development in the Coal Industry. The International Energy Agency (IEA). 5-90. Retrieved from www.iea.org
- Report of the United Nations Conference on the Human Environment, Stockholm. pp. 3-27. Retrieved from <https://digitallibrary.un.org/record/523249?ln=en>
- South African National Planning Commission (NPC), (2011). National Development Plan. Retrieved from https://www.nationalplanningcommission.org.za/National_Development_Plan
- Tibane, E. (2020). Official Guide to South Africa 2020/21. Government Communications. 18th ed. Retrieved from <https://www.gcis.gov.za/official-guide-south-africa-202021>
- Trollip, H. et al., (2014). Sustainable Development Solutions Network (SDSN), & The Institute for Sustainable Development and International Relations (IDDRI). South Africa. In pathways to deep decarbonization (pp. 167–178). Sustainable Development Solutions Network. Retrieved from <http://www.jstor.org/stable/resrep15875.22>
- United Nations Conference on the Human Environment (1972: Stockholm, Sweden).
- VNR, (2019). South Africa's Voluntary National Review Report. Retrieved From www.sustainabledevelopment.un.org
- Von Schirnding, Y. (2005). The World Summit on Sustainable Development: reaffirming the centrality of health. Global Health 1, 8. Retrieved from <https://doi.org/10.1186/1744-8603-1-8>
- World Bank (2013). South Africa Overview. Retrieved from <http://www.worldbank.org/en/country/southafrica/overview.pdf>.

Towards Sustainability: Including Disabled People in Egypt's 2030 Agenda

Farida Farghal and Mahinour Aboulatta

Introduction:

The whole world has been actively keen on directing all its efforts to take part in sustainability by aligning its goals with the 2030 Sustainable development goals (SDGs). In Egypt there is a corresponding vision known as the sustainable development strategy, Egypt vision 2030, which represents a transition towards inclusive development in all sectors of the state. One of the goals that Egypt has aligned its national strategy with is SDG goal number 10 on reducing inequality within and among countries. People with disabilities are considered the largest minority in Egypt, statistics published by CAPMAS in 2017, show that around 13.5% of the Egyptian population has a disability of sorts, ranging from narrow disabilities to broad ones. This minority has always struggled in living in a normal and healthy environment in Egypt. Starting with the societal degrading perception on any sort of disabilities, the lack of inclusivity in public places, and the lack of representation whether in the media, workforce, and sports sectors. Henceforth, it is important that the needs of such a community is tackled by the state's apparatuses, educational institutions, private institutions, and the civil society. Egypt's government has been committed to become more sustainable and inclusive. This is portrayed in the presidential campaign of "differently – abled" fund and "decent life" initiative. It is also portrayed in the partnerships between different ministries and private entities with the civil society, such as HELM foundation on creating an inclusive workforce for people with disabilities. This research is examined from the lens of the Social Model of Disability theory, which regards disabilities as a socially constructed phenomena that marginalizes those who possess it. The structure of this research goes as follows; it starts with introducing Social Model of Disability theory. Followed by a brief about the constitutional rights of people with determination in Egypt. Afterwards, a section will focus on the presidential initiative and the goals to seek fulfill towards integrating people with determination into different sectors. Lastly, to assess the state's efforts, this portion of research is dedicated towards examining the integration of people with disabilities in education, sports, housing, employment and the media.

On the Social Model of Disability Theory:

In the traditional sense, disability is understood as the way in which an individual's health is compromised, whether physically or mentally. Such disabilities can range from blindness and deafness to conditions such as Downs Syndrome and epilepsy (Albert, 2004). Historically, the dominant approach to identify disability was through the Medical Model of Disability, which viewed disability as a health issue pertaining an individual; the way in which disabilities are conceptualized in this context indicates that people with disabilities need to be fixed or cured by medical professionals (Bruder and Perry, 2022). As the Medical Model of Disability theory is based on the assumption of what people with impairments cannot do, they locate the disabled individual as the source of this disability, placing the responsibility on the individual (Inclusion London, 2015). A consequence of this approach was that people with impairments were socially excluded and undermined, in addition to facing discrimination and being categorized as second-class citizens (Bruder and Perry, 2022; Lang, 2001). In response to the Medical Model of disability, disabled people in the United Kingdom and the United States were influenced by the great civils rights movements and began to question their life experiences. Eventually, this led to the emergence of the radical disability movement which shifted defining the concept of disablement from a medical approach to a more socio-political direction (Lang, 2001).

Provoked by the traditional models of understanding disability, the Social Model of Disability transpired during the 1960s, as it redefined the outlook on disablement; from the responsibility of disability falling solely on the person with an impairment to disability being caused by the existing social structures (Bampi, Alves, and Guilhem, 2010). The movement also allowed for the development of organisations led by disabled people for disabled people such as the Liberation Network of People with Disabilities and the Union of the Physically Impaired against Segregation (UPIAS), which allowed disabled people to advance their political thought and actively seek out political change (Inclusion London, 2015). In expressing the effect of social exclusion on people with impairment, UPIAS sought to propose definitions that uphold the main assumptions of the Social Model of Disability Theory: "Lesion is the partial or complete absence of a limb, organ or existence of a defective bodily mechanism; Disability is the disadvantage or activity restriction provoked by the contemporary social organization, with little or no consideration for people with physical lesions and excluding them from the main activities in social life" (Bampi, Alves, and Guilhem, 2010). From the previous statement, the first pillar of the

Social Model of Disability Theory is highlighted as it argues that disabled people are oppressed and marginalized due to the existing social structure structures and surrounding environment that impose attitudinal, physical, institutional, and communication barriers (Lang, 2001). The Australian Federation of Disability Organisations (2022) highlights how those barriers affect disabled people; for instance, attitudinal and behavioural barriers exist when people with disabilities experience bullying and discrimination, in addition to society setting low expectations for them. Institutional barriers emphasise how laws and policies do not consider disabled people and discriminate against them; a common example institutional barriers is how public transportation is not accessible to people with impairments, preventing them from being able to participate and contribute to society equally and fully. More vividly, environmental and physical barriers are environments inaccessible to disabled people, further contributing to social exclusion such as narrow sidewalks that cannot accommodate wheelchairs.

In addition to shedding light on the barriers that contribute to the social exclusion of disabled people, the theory distinguishes between the term ‘impairment’ and the term ‘disability’. Impairment is defined as “lacking part of or all of a limb, or having a defective limb, organ or mechanism of the body” (Oliver, 1996). According to Kent (2000), rather than being regarded as a deficit or a problem, having an impairment is a neutral way of being; Kent references her impairment and states that “from my point of view, I was not like a normal child – I was normal. From the beginning I learned to deal with the world as a blind person. I did not long for sight any more than I yearned for a pair of wings...I premised my life on the conviction that blindness was a neutral characteristic” (Kent, 2000). On the other hand, disability is understood as the restrictions that exist in modern-day social structures and fail to account for people with impairments, preventing them from participating in day-to-day social activities (Oliver, 1996). The dichotomy between impairment and disability is to emphasise how the disabling factor for people with impairments is not their impairment, rather it is the physical environment surrounding them, the social arrangements, and the institutional norms, which could be easily altered to accommodate people with impairments (Goering, 2015).

While the Social Model of Disability Theory has become the most acceptable approach to understanding disability, it nonetheless received criticism. Firstly, the theory has been developed in the North and their focus was on the struggle for social rights; however, as this theory came to be projected on the poorer countries of the third world, it failed to account for that their biggest

limitation was limited access to assistive equipment. In addition to that, the theory disregards the cultural differences that differ from developed and developing countries; where the prior focus on individual rights, and the latter experiences more communal situations (Albert, 2004).

Egypt's Roadmap towards Inclusiveness:

People with disability are considered to be the largest minority in Egypt, yet they face marginalization in every aspect of their lives (Kassab, Orfy, Al-Helewa, & Al-Sawahli, 2018). For many years, charity work has been the most significant kind of work for disabled people, yet no policies or laws were supporting the convention on the rights of people with impairments that Egypt signed and ratified in 2007 (Hagras, 2012 as cited Kassab, Orfy, Al-Helewa, & Al-Sawahli, 2018). However, in recent years, aligning its efforts with the Social Model of Disability theory, the government has directed its efforts towards creating more inclusive opportunities and policies for the marginalised group. The state's efforts are done through a unified national strategy, backed by the diverse work of civil society through non-governmental states organizations. The national strategy encompasses various elements that provide for the same purpose. Starting with the constitutional rights, article 81 of the 2014 constitution states that *“The State shall guarantee the health, economic, social, cultural, entertainment, sporting, and educational rights of persons with disabilities strive to provide them with job opportunities, allocate a percentage of job opportunities to them, and adapt public facilities and their surrounding environment to their special needs. The State shall also ensure their exercise of all political rights and integration with other citizens in compliance with the principles of equality, justice, and equal opportunities.”* This constitutional article ensures the viability of including disabled people into various societal aspects and the workforce, which highlights the centrality of a having a harmonious society. Furthermore, article 214 of the 2014 constitution protects the rights and legal personalities of national councils, including the council for persons with disability. National councils have a duty to report and condemn any forms of hatred and discrimination towards people with disabilities, which promotes equality and respect. Furthermore, in 2018 president Sisi issued the law number 10 for the year 2018, after being approved by the parliament, which ensures the rights of disabled people across various fields, as well as provide protection for them and their families in all governmental sectors (state information service, 2019).

As a part of the national strategy, on the international day for disabled persons President El-Sisi called for the establishment of the “Differently-Abled Fund (Ahram Online, 2021). Moreover, the president announced a five-point strategy that promoted a better living situation for people with disabilities (Samir, 2021). The five-point strategy included empowering disabled people into sports and youth bodies, integrating them in all national projects and initiatives, also expanding the work of the already implemented ‘decent life’ initiative to include people with disabilities, training teachers to be more accommodating and skillful to cater to the needs of disabled students, lastly directing the cultural and artistic sector to raise awareness through representation (Samir, 2021). This strategy encompasses all sectors and directs all the state apparatuses to simultaneously become more inclusive, which seeks to promote and elevate the Egyptian society and encourage equality and freedom among diverse groups.

Alongside the national strategy, there is also the work of the civil society that contributes heavily to the case of the people of disability in Egypt. A very prominent and internationally recognized NGO is ‘Helm foundation” established by Ramez Maher and Amina El-Saie, with dual goals of empowering people of disabilities and to raise awareness to help individuals and organizations accommodate the needs of people with disabilities (Moriatis, n.d). HELM has been breaking through with their outstanding success stories that are a major contribution to the community. From employees and customer training sessions at PepsiCo, Vodafone Egypt, Alex Bank, and CIB (Commercial International Bank), to partnering with the world youth forum in 2018 to accommodate attendees and stakeholders with disabilities, to promoting and implementing accessible tourism at Karnak Temple (Helm, 2022). This NGO works diversly to cover as many industries as possible and sectors in Egypt to both raise awareness and act by bridging the gap between disabilities and decent living experience.

Overcoming Barriers that Increase Disability:

As proposed by the social model of disability theory, there is a distinction to be made between the term impairment and the term disability; while Egypt did not outright highlight this distinction in the 2021 celebration of disabled people, the discourse utilised to refer the marginalised group was changed to “Differently-Abled People with Determination” (Samir, 2021). Such a narrative subscribes to a more positive connotation regarding disabled people and challenges the existing attitudinal barriers. Nevertheless, many Egyptian families tend to feel

ashamed and disappointed in having a disabled child, shielding them away in their homes. This further contributes to the stigma ascribed to disabled people, as people rarely see and engage with disabled people, making them afraid when dealing with them. This dilemma was a root cause of why the film director Mohamed el-Ansary and the writer Ramez Abbas, who was a disabled person himself, sought to release a show that represents and raises awareness on the different challenges disabled people experience daily, preventing them from leading a normal life (Al-Monitor, 2021). Thus, in Ramadan 2021 a show titled 'Case 404' was released on social media; the show cast 25 actors and actresses with special abilities, making it the first Egyptian and Arab media production to be played by an unprecedented number of people with impairments (Kabil, 2021).

In light of the fourth point of the five-point strategy which highlights that the government will provide programmes and activities in different sports fields, to enhance their sports skills and promote their physical health (Samir, 2021). After coming back from the London 2012 Paralympics with 15 medals, members of the paralympic team highlighted that the government has begun to gradually direct more interest and promised to invest and allocate more budget to the paralympic team (Trew, 2012). By 2021, as the Tokyo 202 Paralympics came to be held, the Egyptian Paralympic team managed to secure seven medals; five in the silver category and two in the bronze category. President El-Sisi awarded honorary medals to the paralympic teams and praised their achievements in boosting the country's name and status in international sports events. To further the governmental support of disabled people, the president issued directives to increase the support for Egyptian Paralympians while they prepare for the upcoming Paris 2024 Paralympics (Ahram Online, 2021).

Among the barriers that disabled people face in Egypt are institutional barriers, such as representation in the work force and environmental barriers, such as lack of accessibility to public transportation. To eliminate the institutional barriers, the government stipulated a new working quota from 2% to 5%, where 20+ of the employees of any operating must be people with impairments. (Hassan, 2020). This law is being implemented through a database created by the Ministry of Health and Ministry of Social Solidarity, to quantify the numbers ensure that the data about community's representation in the workforce is accurate (Hassan, 2020). Parallel to the governmental efforts, in 2020 Handicap international (HI), an international non-governmental organization, worked closely with the disabled communities in Imbaba and Warraq, which are areas of the Giza governorate, due to the high number of people with impairments among those

locations (Mounir, 2020). Handicap International aided people between the ages of 18 to 40 in two ways; it either helped them find a job opportunity suitable to their skill set, or encouraged them to start their own small enterprise, which helps incorporate the marginalized community into the workforce and equip them with the mechanisms to provide for themselves (Mounir, 2020).

In 2017, to lessen from the effects of the deliberating experiences faced by disabled people when navigating the streets of Egypt, which fail to accommodate for people with impairments due to the lack of ramps and properly paved pavements, Helm Foundation partnered with Bassita and Drosos to launch a campaign. The goal behind this campaign was to communicate the struggles faced by disabled people on a daily basis in hoped of raising awareness and garnering donations from the public to renovate the Cairo University and Faysal Metro Stations (Shalabi, 2017). More recently, The Egyptian transport and social solidarity ministries signed a cooperation protocol in February of 2022 to make public transportation more accessible to people with disabilities (Disability Insider, 2022). This is in line with accessibility code #106, which entails that railways and subway stations are expected to accommodate disabled people by building ramps and public spaces that can accommodate people with disabilities (Disability insider, 2022).

Conclusion:

To conclude, the Social Model of Disability theory is built on two assumptions; the first argues that disabled people are marginalized due to the barriers that exist in social structures; the second distinguishes between ‘impairment’ and ‘disability’, to highlight that disability is a socially constructed concept that restricts people with impairments. In recent years, the Egyptian government aligned its efforts with the Social Model of Disability Theory, as it sought to create a more encompassing and inclusive environment to disabled people. This is reflected in the issuance of law number 10 for the year 2018, which guarantees the rights of disabled people across various fields and the five-point strategy adopted by President El-Sisi. In addition to the efforts exerted by the governmental apparatuses, civil society groups also contributed to the cause. To overcome the different types of barriers faced by disabled people, the governments, individuals, and civil society groups worked on different sectors to promote the inclusion of disabled people.

Bibliography:

Ahram Online. (2021). Sisi Honours Egyptian Paralympic Medal Winners. Retrieved from:

<https://english.ahram.org.eg/NewsContent/1/64/423678/Egypt/Politics-/Sisi-honours-Egyptian-Paralympic-medal-winners.aspx>

Ahram Online. (2021). *President Sisi ordered the establishment of differently abled fund for Egyptians with disabilities*. Retrieved from <https://english.ahram.org.eg/News/443825.aspx>

Al-Monitor. (2021). First TV Series Starring People with Disabilities to be Released in Egypt.

Retrieved from: <https://www.al-monitor.com/originals/2021/04/first-tv-series-starring-people-disabilities-be-released-egypt>

Albert, B. (2004). Briefing Note: The social model of disability, human rights and development. Disability KaR Research Project, 1-8.

Australian Federation of Disability Organisations (2022). Social Model of Disability. Retrieved from: <https://www.afdo.org.au/social-model-of-disability/>

Bampi, L. N. D. S., Guilhem, D., & Alves, E. D. (2010). Social model: a new approach of the disability theme. *Revista Latino-Americana de Enfermagem*, 18, 816-823.

Bruder, S., & Perry, R. (2022). The Social Model of Disability Explained. Retrieved from:

<https://www.thesocialcreatures.org/thecreaturetimes/the-social-model-of-disability>

Disability Insider. 2022. Egypt to make public transportation accessible for riders with

disabilities. Retrieved from < <https://disabilityinsider.com/2022/02/04/travel/egypt-to-make-public-transportation-accessible-for-riders-with-disabilities/>>

Goering, S. (2015). Rethinking disability: the social model of disability and chronic disease. *Current reviews in musculoskeletal medicine*, 8(2), 134-138.

Hassan, R. (2020). Disability and employment policies in Egypt. *Alternative policy solutions*.

Retrieved from: <https://aps.aucegypt.edu/en/articles/49/disability-and-employment-policies-in-egypt>

Helm Foundation. 2022. Success Stories. Retrieved from <https://www.helmegypt.org/events>

Inclusion London. (2015). The Social Model of Disability. Retrieved from:

<https://www.inclusionlondon.org.uk/about-us/disability-in-london/social-model/the-social-model-of-disability-and-the-cultural-model-of-deafness/>

Kabil, N. (2021). 'Case 404' Series to Promote Inclusion with Special Abilities Cast. Retrieved

from: <https://momsmag.rahetbally.com/en/case-404-series-promote-inclusion-special-needs/>

- Kassab, A., Orfy, A., AlHelewa, A., Alsawahli, H. (2018). *Employing people with disability in Egypt*. AUC School of global affairs and public policy. Retrieved from: <https://documents.aucegypt.edu/Docs/GAPP/Public%20Policy%20Hub%20Webpage/4-%20Employing%20People%20with%20Disability%20in%20Egypt%20Policy%20Paper.pdf>
- Kent D. Somewhere a Mockingbird. In: Parens, Asch, editors. *Prenatal testing and disability rights*. Washington DC: Georgetown University Press; 2000. pp. 57–63.
- Lang, R. (2001). *The development and critique of the social model of disability*. Overseas Development Group: University of East Anglia.
- Moriatis, I. (n.d). *For Helm Foundation 'Every Day is International Day of Persons with Disabilities'*. AUCegypt. Retrieved from: <https://www.aucegypt.edu/news/stories/helm-foundation-every-day-international-day-persons-disabilities>
- Mounir, S. (2020). *Egypt: Empowering the disabled*. Ahram Online. Retrieved from: <https://english.ahram.org.eg/NewsContent/50/1201/396938/AlAhram-Weekly/Egypt/Egypt-Empowering-the%C2%A0disabled.aspx>
- Oliver M. *Understanding disability: from theory to practice*. New York: St. Martin's Press; 1996
- Samir, S. (2021). *Egypt's Sisi announces 5-point strategy, differently abled fund for people with disabilities*. Retrieved from: <https://www.egypttoday.com/Article/1/110584/Egypt%E2%80%99s-Sisi-announces-5-point-strategy-%E2%80%98Differently-Abled-Fund-for>
- Shalabi, S. (2017). *New Campaign Seeks to Make Egypt's Streets More Accessible for the Disabled*. Retrieved from: <https://egyptianstreets.com/2017/11/03/new-campaign-seeks-to-make-egypts-streets-more-accessible-for-the-disabled/>
- State Information Service. 2021. *The "Differently-Abled" Celebration for People of Determination and Persons with Special Need*. Retrieved from: <https://www.sis.gov.eg/Story/160407?lang=en-us>
- Trew, B. (2012). *Egypt's Paralympics Athletes Hope for Brighter Future Post-Games*. Retrieved from: <https://english.ahram.org.eg/NewsContent/6/56/52458/Sports/Omni-Sports/Egypt-Paralympics-athletes-hope-for-brighter-futu.aspx>

Inclusive Education and SDGs: Autistic Children in the Egyptian Educational System

Hana AbdelShakour and Salmeen Adel

Introduction

Egypt, being a low- to middle-income country, has inadequate and undeveloped health, education, and social programs to help and support children with ASD (Autistic spectrum disorders), and limited research has been done on this issue. Children with ASD are generally overlooked by the educational system in Egypt. Indeed, families in Egypt have limited alternatives for supporting their children and young people with ASD due to a lack of information and knowledge on such an issue. Therefore, this research focuses on the need for adequate educational curricula for children with ASD in Egypt, as this will help include such vulnerable group in the Egyptian society. This will help Egypt progress towards inclusiveness and thus, pave the way for Egypt to achieve goals 4.2¹ and 4.5² of the SDGs by 2030.

Children with ASD are, in fact, widely neglected by Egypt's educational system. This is the key justification for this study's emphasis on the need for a better educational programme for children with ASD, who also have associated learning disabilities and challenges in school. Additionally, it is essential to create teacher support programmes and give instructors the tools they need to help children with ASD reach their full capability.

Case Selection: Why Egypt?

The issue of ASD among children can be studied in any country in the world. However, this research chose Egypt as a case study because of several reasons. Firstly, the researchers are Egyptians, so it was easy to conduct interviews in Egyptian public schools. Secondly, Egyptians are not fully aware of the fact that autistic children are intelligent but suffer from communication skills. Thirdly, According to NPR (2016), "there is no official data on the number of Egyptian children with autism" However, Dahlia Soliman, Founder of the Egyptian Autistic Society "used the international rate of approximately [1 in 68 children](#) to come up with an estimate of 1 million." This clearly shows that the Egyptian societies are not aware of such an important issue.

Research Problem

Children who suffer from ASD are usually intelligent but suffer from communication skills. This fact is not taken in consideration in Egypt, which is the core research problem of this paper.

Research Question

To what extent is inclusive education mandatory for children with ASD in Egypt?

Argument

This paper argues that an adequate educational system is needed for Children with ASD in Egypt, as it will pave the way for achieving targets 4.2 and 4.5 of the SDGs by 2030, which serves the biggest and wider goal of the inclusion of vulnerable groups in the educational system.

Methodology

This research relies on primary and secondary data. Primary data took the form of interviews conducted with two ASD tutors as well as a survey using a questionnaire with a sample of five parents whose ASD children are enrolled in Egyptian public schools. The questions addressed to the tutors as well as the parents mainly addressed the issue of ASD children's difficulties and obstacles in the educational system in Egypt.

Paper Division:

This paper is divided into four main sections:

Section One provides a brief note on SDGs and Inclusive education. Section Two gives a brief insight into the life of children with ASD in Egypt. Section Three explores the impediments to learning for children with ASD in Egypt. Section Four utilises questionnaires and interviews to showcase the hurdles of ASD children in Egypt, the struggle in the road to education that ASD children encounter, and calls for more awareness of a better learning environment for ASD children in Egypt.

SDGs and Inclusive Education: A Brief Note

The Sustainable Development Goals are 17 global goals envisioned to be “[a] shared blueprint for peace and prosperity for people and the planet, now and into the future” (The 2030 Agenda for Sustainable Development). One important SDG goal which comprises education is Goal 4 (SDG 4). This goal aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This research mainly focuses on targets 4.2 and 4.5 goals. Target 4.2 aims to “ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education” (SDG 2030, target 4.2). Target 4.2 is used in this research to highlight the importance providing equal access and quality of education to all children. Furthermore, target 4.5 aims to “eliminate all discrimination in education through eliminat[ing] gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations” (SDG 2030, Target 4.5). Indeed, this paper chooses to focus on target 4.5 to tackle the main idea of “inclusive education” and the inclusion of vulnerable children with disabilities in the educational system.

Therefore, based on the 2030 SDGs, this paper aims to assess extent to which the Egyptian educational system and the inclusion of Autistic children in the Egyptian educational system are in line with the 2030 SDGs, more specifically, Targets 4.2 and 4.5.

Autism Spectrum Disorder in Children

According to the National Institute of Mental Health (2022), A neurological and developmental condition known as autism spectrum disorder (ASD) has an impact on how people connect with others, communicate, understand, and act. Autism is classified as a "developmental condition" since symptoms often occur in the first two years of life, even though it can be identified at any age. According to recent studies, 1 in 68 children has ASD (Baio, 2012; CDC, 2014).

Autism is a disorder that usually starts from birth or within the first two years of life. Also, Autism is marked by the malfunctioning in the three areas of communication, social interaction, and restricted repetitive behaviour (Yadav, 2020). Although that there is no cure for Autism, yet early intensive treatment and tutoring is crucial in making a difference with the lives of ASD children (Yadav, 2020). Autism in children have different symptoms and there are different levels of severity in their patterns of behaviours.

For instance, some children with Autism face learning difficulties while others have high levels of intelligence and learn quickly. Yet, in the end, all autistic children face serious troubles in communicating and adjusting to social situations. Due to these variations in Autism's symptoms, there is no one-size-fits-all treatment to autistic children (Yadav, 2020). Therefore, the main goal remains in intervening in ASD children's lives in an early age which helps enhance their social skills as well as raise awareness in the society on how to properly interact with children diagnosed with ASD.

The life of children with ASD in the educational system in Egypt

Egypt is a populous middle- and low-income developing country that has numerous deficiencies in its educational system. Consequently, there is a general lack of awareness in the Egyptian society regarding autism (ASD) (Gobrial, 2018, p.31). Due to this lack of awareness, autism is often underdiagnosed or misdiagnosed, and there are often failures in recognizing its symptoms (Haffiz, 2007). Moreover, Egyptian children diagnosed with ASD have limited access to proper educational facilities and disabilities support services.

As a result, children with ASD face many challenges in Egypt due to the deficiencies in the mental health services, social care, educational, and health care systems. Despite reports of rising ASD rates around the world (Alnemary, Alnemary, & Alamri, 2017; Taha & Hussein, 2014), there aren't any epidemiological statistics for ASD in Egypt. A previous study by Seif Eldin, Habib, Noufal, Farrag, and Bazaid (2008) indicated that children with developmental delays in Egypt had a prevalence estimate of 33.6%. According to statistics from the Social Solidarity Ministry, there are 800,000 ASD cases in Egypt (Al-Masry Al-Youm, 2017).

In Egypt, the enrolment of children with ASD in Egyptian schools is hampered by a number of issues. Firstly, the educational system and schools do not have adequate resources nor services to host children with ASD. Additionally, the geographical distribution of the assistance offered to people with intellectual disabilities is uneven. As even though 64% of those with learning disabilities live in rural regions, the majority of services are in Cairo (Meguid, 2014).

Secondly, a shadow teacher, who is equivalent to a teaching assistant, must accompany the kids who enter the mainstream educational system. Although there are no teaching assistants

working alongside the teachers in the current Egyptian educational system, the class size frequently surpasses 50–60 students. Therefore, challenges occur for the instructor to assist and tutor students with ASD in a classroom with a large student number. Furthermore, according to Fathie (2016), in addition to the school tuition fees, parents are required to hire a shadow teacher and pay the associated cost of 1000 LE per month. Thirdly, the private schools that admit children with ASD have expensive tuition fees.

Additionally, the inclusion classroom lacks the tools which are needed to provide the learning environment and physical adjustments that are appropriate for ASD criteria. For instance, according to Gobrial, Shannon, & McAnelly (2018), “sensory limitations and complex needs, for example, epilepsy, challenging behaviour, and associated physical disability, dyspraxia may limit pupils with ASD from reaching their maximum academic potential and could contribute to their anxiety and other mental health issues.”

Therefore, there are two issues with the educational intervention for ASD in Egypt: on the one hand, there is a gap of understanding among teachers and parents, and, on the other hand, there aren't any programmes specifically designed for teacher training for students with ASD. Egyptian parents of ASD children thus encounter many difficulties in rearing their ASD children. The unfulfilled demands of children with ASD and their parents in Egypt are a result of the majority of children with ASD staying at home and not attending school. The wellbeing of families may be drastically affected by this. The current state of affairs in Egypt highlights the need for assisting teachers and caregivers of children with ASD, as well as the limitations in educational options available to them.

This implies that there are more likely to be one or more children with ASD who have received a diagnosis, or who are awaiting one in every school. As a result, it is critical that teachers assist such students by having the skills and knowledge they require. Moreover, children with ASD may also have coexisting physical and/or mental health disorders. If these characteristics are not recognized and treated, then they will deteriorate the child's psychological wellbeing and may put additional strain on their families. (NICE, 2014)

Thus, children with autism can present a significant problem for classrooms and instructors. These peculiar behaviours may have a substantial negative influence on the student's quality of life and on their classmates. This is a problem standing in the way of achieving SDG

number 4, target 4.5 “...vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations” as well as, according to Blair, Lee, Cho, & Dunlap (2011), effective intervention, including positive behavioural assistance, promotes the inclusion of students with challenging behaviours.

Indeed, the cause of behavioural issues in children with ASD is, frequently, a lack of understanding and a failure to make an adaptation, as well as a lack of resources, support, information, or teacher training. These factors are not typically related to the fundamental symptoms of ASD (Gobrial, Shannon, & McAnelly, 2018). According to the literature on teachers’ involvement, individuals with disabilities frequently experience beneficial consequences when children are supported by teachers, and where teachers act as an intervention tool for a better outcome for ASD children’s life. (Alsayedhassan, Banda, & Griffin-Shirey, 2016; Koegel, Matos-Fredeen, Lang, & Koegel, 2012; Lang et al., 2010). Consequently, it is crucial to effectively include teachers in ASD intervention.

According to Gobrial, Shannon, & McAnelly (2018), in Egypt, it is crucial that teachers receive the professional training to educate children who suffer from ASD. However, there is a shortage of research seeking to create teacher training programmes for students with ASD in Egypt.

Hurdles of ASD children in Egypt and the struggle in the road to education: An Analysis

The objective(s) of the interviews and questionnaires in this research is to identify the hurdles that ASD children encounter in the Egyptian educational system in order to showcase the ignorance of the Egyptian society to such a significant topic.

An in-depth interview was closely conducted with an ASD children’s tutor in the Rehabilitation Centre of Old Cairo to evaluate and assess the lives of ASD children in the Egyptian educational system.

The interviewed tutor said that the main hurdle that faces autistic children in Egyptian public schools is the general unawareness and ignorance of the majority of teachers on the issue of autism. Also, one of the main obstacles that faces autistic children in schools is the constant

updates of the educational curriculums which do not match the ASD children's inflexible nature of adaptation. Moreover, the tutor had stated that there are no specialised methods within the educational system that are specifically designed or tailored for students with disabilities such as ASD students.

Furthermore, the interviewee added that another difficulty that faces ASD children in schools and in their daily lives is the general unawareness in the society of mental disorders such as ASD. Consequently, based on this, the interviewee stresses on the need for increasing awareness on the issue of ASD disorder.

This is because, since that the main obstacle that faces Autistic children lays in 'communicational difficulties', then raising the general awareness in the society on the issue of autism is crucial for the integration of autistic people in the educational system, workplace, and consequently the society as a whole. Moreover, the interviewee suggested the establishment of awareness classes on disabilities in schools as well as awareness campaigns through different media and social media platforms.

Furthermore, the interviewed tutor stressed the importance of conducting training programs and counselling sessions to empower autistic children through enhancing their communicational skills. Also, these counselling sessions are important for coaching autistic children on how to express their feelings and demands as well as to tutor them on how to react when encountered with issues such as bullying.

Next, questionnaires were conducted for parents whose children have ASD and are admitted in Egyptian public schools. The questions and their answers were as follows:

Question One: What are the obstacles in the Egyptian educational system for students with autism?

The responses to the question were as follow: Response One: The difficulty of the curriculum, and the teacher's lack of understanding of the nature of the autistic child and the need to provide audio-visual aids in schools. Response Two: The teacher's weak possession of the appropriate means to teach the autistic child, and the lack of training courses for developing the teacher's skills to teach autistic children. Response Three: The lack of good communication skills

with the autistic child and the teacher's understanding of the nature of the autistic child. Response Four: The lack of audio-visual aids and equipped classes for autistic children.

Therefore, it is clear from the question's responses that there is an agreement on the necessity of providing workshops and training sessions for teachers to ease the path of learning for children with ASD. Moreover, to reach target 4.2 and 4.5 of the SDGs by 2030, classrooms must be equipped with audio-visuals, to tackle 4.5 target "including persons with disabilities."

Question Two: What are some suggestions to raise the efficiency of the Egyptian educational system for students with autism?

The responses to the question were as follow: Response One: Develop new ways and methods to deal with a child with autism and conduct training courses for teachers. Response Two: Conducting training courses to educate the teachers about the characteristics of autism and how to create special programs for autism, and encouraging and motivating teachers based on the integration process through rewards and incentives. Response Three: Develop tools and methods to deal with a child with autism, understand his special condition and deal with them in ways that suit a child with autism and conduct training courses for the teacher on how to deal with autistic children. Response Four: Providing suitable classes for autistic children and setting a schedule for classes in which there is integration with peer children and setting a schedule for their own classes.

Thus, it can be said that in order to provide equal access to education for the vulnerable in society and reach target 4.2 by 2030, it is necessary to train teachers because they are the agents of change. Consequently, ASD children's life would be enhanced to the better.

Question Three: Is the Egyptian educational system working on developing the abilities of students with autism?

The responses to the question were as follow: Response One: No. Response Two: There is no suitable education system for autistic children. Response Three: Of course not, but in private sessions and centres that deal with autistic children in ways and methods that suit children with autism. Response Four: No.

Therefore, according to the responses, the Egyptian educational system totally disregards the issue of ASD children when it comes to education, even though they are intelligent, but they require tools to assist them in communication. No wheel will be moving towards SDGs and reach target 4.2 and 4.5 if there are no incentives to push towards providing tools for ASD children when it comes to education. Lastly, and most importantly, awareness of this issue must be raised in the Egyptian society.

Question Four: Can you state the problems/obstacles that students with autism face in their social life and activities (especially in school and in dealing with teachers and classmates)?

The responses to the question were as follow: Response One: The child does not communicate with others and understands the implementation of orders and his\her inability to participate in social life, so ASD children need someone to help them in social situations. Response Two: Difficulty of interacting with others, not making friends and the difficulty of understanding the feelings of others around him/her and this does not make the ASD child interact with others. Response Three: The autistic children do not communicate with others and their inability to understand and carry out the commands required of him and the inability to participate in social life and activities. Response Four: ASD children need someone to help them with dealing with their peers in social situations.

It can thus be said that, according to the responses, children with ASD mainly suffer from social interactions with their peers, since ASD children suffer from communication skills. To solve this problem, teachers need to act as a third party to help children with ASD get over the barrier of interacting with others.

Question Five: Is the society aware enough of the obstacles facing people with autism? And do you suggest that it is a must that the community and the society as a whole becomes more aware of the relation between autistic children and the Egyptian educational system?

The responses to the question were as follow: Response One: Indeed, the society is aware of the obstacles. However, awareness must be taken in consideration so that autistic children can

live a happy life. Response Two: There is not enough awareness of autistic disorders in schools, and courses and family counselling must be conducted on how to deal with autistic children and their problems, how to overcome them, and special programs for autistic children. Response Three: Yes, it is necessary to establish guidelines for families and society, organize education and understand the nature of the child with autism. Response Four: Yes, but we need to raise more awareness by shedding light on the needs of children with autism and providing means that help meet their needs.

Thus, according to these results, there is a lack of sufficient awareness of ASD children in Egypt. Indeed, awareness must be raised either through initiatives or programs. Social media have showed their power in stirring revolutions, so the Egyptian society can utilise social media as a platform to call for awareness, reach Targets 4.2 and 4.5 by 2030 and, most importantly, provide a good life for ASD children.

Conclusion

This paper explored the relation between children with ASD and inclusive education. The paper utilised the case study of Egypt because the researchers are Egyptians, there is no official data on the number of autistic children in Egypt, and, most importantly, Egyptians are not fully aware that children with ASD are intelligent but suffer from communication skills. This paper used interviews and questionnaires, and secondary sources such as journals and papers were used as well.

Based on the results of this research, it was found out that the main issues that autistic children encounter are caused by their communication issues and this is mainly the major obstacle in their lives. Based on this, the primary difficulty that they face in school and social life is that people are not aware of the autism disorder. In fact, based on the situation in hand, with the current situation of autistic children in the Egyptian educational system, if no change occurs, then SDGs number 4.2 and 4.5 will not be reached by 2030, since the goal of achieving inclusive education will not be reached without including autistic children in the Egyptian educational system.

Limitations of the study

The main and primary limitation of this study is the unequal representation of the different classes of society in regards to the issue of autism in children. This is mainly because the interviews conducted in this research were only limited to interviewing the children's parents in public schools as well as tutors in public centres. This limitation was mainly due to the 'exclusive' nature parents, teachers and tutors in private schools. Indeed, attempts to get in touch with such private centres were faced by sharp and severe refusal to give any information on their programs and experiences as well as refusal to communicate and get interviewed by researchers.

In fact, due to the in-depth nature of the interviews that were conducted in this research, it was found that low-income families with autistic children enrolled in public institutions were very open and welcoming to interviews and discussions in hope of creating any minor improvement for their children.

Future Recommendations

This paper recommends more research on children with ASD and the Egyptian educational system. In fact, to reach Targets 4.2 and 4.5 of the SDGs in Egypt, when it comes to inclusive education and autistic children, more awareness is needed to educate the public. This awareness, can be in the form of online initiatives. Since the public uses social media platforms to stir revolutions, then these platforms can be utilised to raise awareness about the importance of a better learning environment for children with ASD.

Bibliography

- Al- Masry Al- Youm (2017). 800000 Egyptians Estimated to have autism: Social Solidarity Minister. *Egyptian Independent*. <https://www.egyptindependent.com/800000-egyptians-estimated-have-autism-social-solidarity-minister/>
- Alnemaury, F., Alnemaury, F., & Alamri, Y. (2017). Autism research: Where does the Arab world stand? *Review Journal of Autism and Developmental Disorder*, 4(2), 157–164. <https://doi.org/10.1007/s40489-017-0104-6>
- Alsayedhassan, B., Banda, D., & Griffin- Shirey, N. (2016). A review of picture exchange communication interventions implemented by parents and practitioners. *Child and Family Behavior Therapy*, 38(3), 191–208. <https://doi.org/10.1080/07317107.2016.1203135>
- Baio, J. (2012). Prevalence of autism spectrum disorders: Autism and developmental disabilities monitoring network, 14 sites, United States (2008). Morbidity and mortality weekly report, surveillance summaries. *Centers for Disease Control and Prevention*, 61(3), 1–19.
- Blair, K. C., Lee, I.-S., Cho, S., & Dunlap, G. (2011). Positive behavior support through family–school collaboration for young children with autism. *Topic in Early Childhood Special Education*, 31(1), 1–15. <https://journals.sagepub.com/doi/epdf/10.1177/0271121410377510>
- CDC (Centers for Disease Control and Prevention) (2014). Prevalence of autism spectrum disorders among children aged 8 years: Autism and developmental disabilities monitoring network, 11 sites, United States, 2010. *MMWR Surveillance Summaries*, 63(2), 1–22.
- Gobrial, E. (2018). The lived experiences of mothers of children with the autism spectrum disorders in Egypt. *Social Science*, 7(8), 133.
- Gobrial, E., Shannon, P.,McAnelly,S. (2018). Education of children and young people with autistic spectrum disorders in Egypt [file:///C:/Users/Salme/Downloads/Gobrial et al-2019EducationofchildrenwithASDinEgyptBritish Journal of Learning Disabilities%20\(2\).pdf](file:///C:/Users/Salme/Downloads/Gobrial%20et%20al-2019EducationofchildrenwithASDinEgyptBritish%20Journal%20of%20Learning%20Disabilities%20(2).pdf)
- Haffiz, M. (2007). Study about problem size of autism in Egypt. *Paediatric Medicine, National Commission for Childhood, Studies, and Research Forum*.

- Koegel, L., Matos- Fredeen, R., Lang, L., & Koegel, R. (2012). Interventions for children with autism spectrum disorders in inclusive school settings. *Cognitive and Behavioural Practice*.
[https://education.ucsb.edu/sites/default/files/autism_center/docs/Koegel,%20Matos-Fredeen,%20Lang,%20Koegel%20\(2011\)%20Interventions%20for%20Children%20with%20Autism%20Spectrum%20Disorders%20in%20Inclusive%20School%20Settings.pdf](https://education.ucsb.edu/sites/default/files/autism_center/docs/Koegel,%20Matos-Fredeen,%20Lang,%20Koegel%20(2011)%20Interventions%20for%20Children%20with%20Autism%20Spectrum%20Disorders%20in%20Inclusive%20School%20Settings.pdf)
- Lang, R., Sigafoos, J., Rispoli, M., Chan, J. M., Lancioni, G., O'Reilly, M. F., ... Hopkins, S. (2010). Review of teacher involvement in the applied intervention research for children with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, 45(2), 268–283.
- Meguid, N. (2014). *Autism and Egypt*. Berlin, Heidelberg, Germany: Springer- Verlag.
- National Institute for Health and Care Excellence (NICE) (2014). *Autism, quality standard [QS51]*. <https://www.nice.org.uk/guidance/qs51>
- NIMH (2022). Autism Spectrum Disorder. Retrieved from: <https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd>
- NPR (2016). She Turned The Pyramids Blue — And Got Egyptians To Talk About Autism. <https://www.npr.org/sections/goatsandsoda/2016/06/20/478548029/she-turned-the-pyramids-blue-and-got-egyptians-to-talk-about-autism>
- Seif Eldin, A., Habib, D., Noufal, A., Farrag, S., Bazaid, K., et al. (2008). Use of M-CHAT for a multinational screening of young children with autism in the Arab countries. *International Review of Psychiatry*, 20, 281–289. <https://doi.org/10.1080/09540260801990324>
- Taha, G. R., & Hussein, H. (2014). Autism Spectrum Disorders in Developing Countries: Lessons from the Arab World. In V. B. Patel (Ed.), *Comprehensive Guide to Autism* (pp. 2509–2531). New York, NY: Springer.
- United Nations. *The Agenda for Sustainable Development (2030)*. Retrieved from: <https://sdgs.un.org/goals>
- Yadav, B. (2020). *Autism Spectrum Disorder (ASD) in Children: A Brief Review*. Retrieved from: <file:///C:/Users/Salme/Downloads/AUTISMSPECTRUMDISORDER40-47.pdf>

