

# Available Rights of Persons with Disabilities from Their Mothers' Perspectives in Zagazig City

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## ABSTRACT

**Context:** The Convention on the Rights of Persons with Disabilities (CRPD) has a profound influence on disability law and human rights law globally.

**Aim:** To assess the available rights of persons with disabilities from their mothers' perspectives in Zagazig City.

**Methods:** The study conducted in 3 schools of persons with a disability; El-Nour School for Blind, El-Amal School for Deaf and Hard hearing, and School of Mental disability in Zagazig City, using a descriptive design. It involved 171 mothers of students with disabilities. The data collection tools were an interview guide concerned with demographic data and disability types and the right of the person with a disability scale that assessed the available rights of persons with disabilities from their mothers' perspectives.

**Results:** The results showed that 67.4% of the students with disabilities were males, and 66.7% were aged 6-12 years. 42.1% of the students were mentally retarded, while 35.1% were deaf and 22.8% were blind. All mothers were housewives regardless of their educational level. 68.0% of the mothers said that all rights generally were unavailable, while 23.8% said that the rights were available in part, and 8.1% mentioned that right is available.

**Conclusion:** There is a gap between the rights of the PWDs in the Act and the implementation of these rights in real life, as stated by the mothers of the current study. The present study recommends increasing public and society awareness about the PWDs through mass media and health education programs. Community health nurse should advocate the PWDs and act as a liaison between them and governmental organizations to activate the law of PWDs and meet the PWDs needs.

**Keywords:** Available, rights, persons with a disability, mothers' perspectives

## 1. Introduction

Worldwide, around a billion people with disabilities represent fifteen percent of the world's total population. They are often the poorest of the poor. In all communities, they suffered from stigma and discrimination (WHO, 2019). Variety discrimination and barriers they face (PWDs) in their communities and lives with disability type, race, ethnicity, religion, state of refugee, sexual awareness, and gender type. (International Cooperation and Development, 2019).

In the same vein, PWDs are prevented from participating in the social life on an equal basis with others every day because of barriers and discrimination. They cannot enjoy social protection and access to justice for health care. They are prevented from moving freely, recruiting, voting, integrating into the general school system, living independently, and sharing their societies in sports and cultural activities. In recent years, there has been a revolutionary change in approach to bridge the protection gap and ensure that persons with disabilities enjoy the same standards of rights, dignity, and equality as everyone. (Office of the High Commissioner Human Rights United Nations, 2019).

In Egypt, official statistics determine about half a million people in the country, but alternative projections ranged from 8.5 million to 12 million people. They are often stigmatized, hidden away from their families, denied jobs, and ignored by political leaders. Most of them do not have access to appropriate services (Elshami, 2012).

The Convention of the Rights of Persons with Disabilities (CRPD) is an international convention to protect and promote the human rights of PWDs (Global Partnership for Education, 2019). It was adopted in 2006 and came into force in 2008. It referred to a "paradigm shift" from philanthropic approaches of therapeutic approaches to disability based on human rights, which provides adequate protection standards for PWDs concerning their social, political, civil, cultural, and economic rights, non-discrimination, equality, and inclusion. CRPD covers several areas: justice, jobs, security, independent living, health, and education (Guernsey, Nicoli, & Ninio, (2007). Also, it covers access to transportation, roads, buildings, and information through written and electronic communications (Kuppusamy, Jayanthi, & Deepa, 2012).

Nursing as a profession embraces the need to avoid discrimination. Nursing has a moral, professional, and, in some countries, a legal responsibility to promote disability equality in the provision of nursing services (Scullion, 2010). The Convention on the Rights of Persons with

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Disabilities (CRPD) aims to reduce stigma and discrimination, which are often reasons why (PWDs) are excluded from education, employment, and health, and other services (*Equality and Human Rights Commission, 2019*). CRPD is vital because it is a tool for ensuring that (PWDs) have access to the same rights and opportunities as everybody else. CRPD is the first comprehensive international legal instrument specifically for (PWDs). The provisions of the CRPD reflect global consensus and are an authoritative commentary on how countries should fulfill their obligations towards (PWDs). It is, therefore, anticipated that the CRPD would both prompt and guide the passage and reform of domestic legislation ensuring substantive equality and non-discrimination for persons with disabilities (*Tahan, 2016*).

## 2. Significance of the study

Egypt was one of the early adopters of the CRPD, signing the Convention in April 2007 and ratifying it in April 2008. Community health nurse act a vital role as an advocate of vulnerable groups in particular people with disabilities. Generally, advocacy aims to promote or reinforce a change in one's life or environment, program or service, and policy or legislation. The first step of advocacy is assessing clients' needs and those of their support systems. Because the satisfaction of beneficiaries of the Convention reflects the extent to which they have achieved in practice, the available rights of people with disabilities profoundly influence their needs, so this study aimed to assess the available rights of persons with disabilities from their mothers' perspectives.

## 3. Aim of the study

The current study aimed to assess the available rights of persons with disabilities from their mothers' perspectives in Zagazig City.

## Research question

What are the available rights of people with disabilities from their mothers' perspectives?

## 4. Subjects & Methods

### 4.1. Research Design

The current study was performed through a descriptive correlational cross-sectional research design.

### 4.2. Study setting

The study was conducted in all schools of PWDs in Zagazig City. These schools are named El-Nour School for Blind, El-Amal School for Deaf and Hard Hearing, and School of Mental Disability in Zagazig City.

### 4.3. Subjects

A convenient sample was recruited to achieve the aim of this study. Mothers who regularly attended the previously mentioned schools with their students were 389 mothers. They distributed as following 113 in El-Nour School for Blind, 135 in El-Amal School for Deaf and Hard

for Hearing, and 141 in School of Mental Disability. The sample size of the current study was 189, initially determined by Software Epi info version 6. The sample size became 171 mothers after the exclusion of eighteen mothers for a pilot study.

### 4.4. Tools of data collection

Two tools were used to achieve the aim of the current study.

#### 4.4.1. An Interview Questionnaire Guide

The researcher designed it. It is concerned with assessing the demographic data of mothers, such as mother's age, education, and working status. It also includes student demographics, such as student age, gender, residency, disability type, educational stage. This part also further assessed the father's job, number of brothers and sisters, in addition to family income.

#### 4.4.2. Right of The Person with Disability Scale

It was adopted from (*National Association of Familial Security, 2015*) to assess the available rights of PWDs. It consisted of 3 points Likert scale that included 45 questions answered through yes, to some extent, and no. The scale was adapted to the purpose of the study by the researchers.

- The scale consisted of five sections categorized under the five sections of rights: concise, simple, clear, and easy for analysis instead of the original ten categories.
- The excluded sections involve those questions related to persons with artificial limbs because this type of disability was not included in the study, questions that concerned the persons of disability of Kuwaiti mothers but non-Kuwaiti fathers, because all mothers of this study were Egyptian and there were no non-Egyptian fathers.

After these modifications, these questions are then arranged into five sections. The first section included 11 questions about the availability of general rights; the second section included 12 questions about the rights of education. The third section included eight questions about the rights of health care. The fourth section included eight questions asked about legislative rights. The final section included six questions asked about the rights of employment and financial support.

#### Scoring system

The answers to 45 questions of rights were ranked as yes meant (the rights were available all the time), while to some extent answers meant (the rights sometimes available), and no meant (the rights were unavailable). The total summed, and statistically calculated, and categorized into available if the score more than 75% of the total, available to some extent at 50-75 %, and unavailable if it less than 50% of the total.

### 4.5. Procedures

The tools were tested for validity by three experts in the field of Community Health Nursing. They were two professors from the Community Health Nursing at the Faculty of Nursing, Zagazig University, and one professor

from the Faculty of Nursing, Cairo University; their suggestions and recommendations were considered. Additionally, the reliability tested using coefficient by Cronbach's alpha was 0.81.

A pilot study was applied before the beginning of data collection. It was conducted on 10% of the study sample (18 mothers of disabled students). The pilot sample was excluded later from the mainstream sample to test the feasibility of the study and the clarity and applicability of the tools.

Fieldwork data collection started after obtaining an official agreement from the director of Educational Administration in Zagazig City and the managers of the three schools. Also, obtaining verbal consent from each mother based on clarification of the study aims and contents of the questionnaire sheet. As well, privacy and confidentiality of data are ensured to all participants.

The data collection procedure for this study carried out in three months started from October to December 2018. Interviewing of the mothers was in school days at the waiting halls of schools during the mothers' waiting time of their students. The researchers began by explaining the purpose of the study to mothers of disabled students. Mothers who agreed to participate in the study were interviewed individually by the researchers to fill out the interview form. The interviews were conducted two days a week; interviews for each participant took around 15-20 minutes.

#### 4.6. Data Analysis

Data of the current study were analyzed by SPSS software version 16. Quantitative data summarized as frequency and percentages. Chi-square test used for testing significant differences and relations between variables. The statistically significant difference was considered at a  $p$ -value  $\leq 0.05$ .

### 5. Results

Table 1 shows that 67.8% of the students with disabilities were males, 66.7% aged 6-12 years, and 94.7% came from rural areas. 42.1% were mentally retarded, while 35.1% were deaf and 22.8 % were blind. Regarding the mothers' education, 32.7% of the mothers cannot read and write, 37.4% were below the secondary stage of education, and only 4.7% were highly educated. Regarding fathers' jobs, 60.8% were workers, while 4.7% were professionals. All mothers were housewives regardless of their educational level, and their family income was insufficient in 84.8% of them.

Table 2 represents the mothers' perspectives of the general rights of their children with disabilities. According to this table, 60.8%, 68.4%, & 68.4% respectively of the mothers said that persons with disabilities were not making their own decisions concerning health, education, and employment. 90.6 % of mothers mentioned that family members were treating the person with disability well, 67.3% of the mothers also said that the privacy of a person with a disability is respected. 87.1 % of the mothers

reported that social awareness about persons with disabilities is not enough. This table also shows that 80.4% of the mothers stated no appropriate clubs and recreational facilities for persons with disabilities. Moreover, 62.6% of the mothers mentioned that the person with a disability faced problems in mobility in governmental buildings, schools, hospitals, and other places.

Table 3 shows that 71.9%, 77.2% & 75.4% respectively of the mothers mentioned that there was no regular support of health expenses from the government, the current general rehabilitation centers were insufficient. The level of performance of these centers was not good. Also, 66.1% of the mothers stated that persons with a disability did not receive the necessary care and supervision, and 87.7% mentioned that they could not easily get specialists.

Table 4 clarified that 72.0 % of the mothers stated that the Government support school expenses regularly, and 68.1% mentioned that the tests performed to assess the persons with disabilities to enter the school was accurate. Also, 54.0% of the mothers said that the persons with disabilities were sometimes facing access to education and sometimes receiving an appropriate educational level and appropriate level of care.

This table also shows that 36.2% of the mothers stated that the efficiency of teachers in public school was good, and 53.4% mentioned that this efficiency is sometimes good. Also, 67.5% of the mothers said there is no merging between persons with disabilities and others in public schools. Also, 58.8%, 61.3%, and 79.8% respectively of the mothers stated that there is no special assistance for persons with disabilities proper for their status in governmental institutions and Universities. These Universities did not provide them with textbooks, teaching aids, and appropriate means of transportation.

Table 5 portrays that, 74.8% of the mothers said that the Disability Act is unfair and did not give them their rights, 70.7% stated that the disability Act need modifications, and 77.8% suggested supplementary seat for persons with disability in the parliament. 84.8 % of the mothers stated that persons with disabilities did not enjoy or take all their rights according to the law of their Act. Also, 87.1% of the mothers stated that their rights were unavailable. 71.9% of the mothers reported no specific office to protect and ask about persons with disabilities. Also, 57.3% of the mothers stated no discrimination between females and males with disabilities.

Table 6 clarifies that 78.9% of the mothers stated that there was no financial support from the Government for persons with disabilities, 92.4% mentioned that there was no regular financial support from the Government for personal expenses for persons with disabilities. Also, 62.0% & 72.4% of the mothers said that the Government did not provide the persons with disabilities with job opportunities. The Government did not use persons with disabilities without differentiation with nondisabled persons. 60.2% of mothers stated that the Government did not provide free or affordable housing for persons with disabilities. 56.1% of

the mothers mentioned that a person with a disability did not financially exploit his custodians.

In figure 1, 68.1% of the mothers reported that all rights generally were unavailable, while 23.8% said that rights were available in part, and 8.1% mentioned that right was available.

Table 7 illustrates that 61.1% of the mothers of persons with mental disability mentioned that the general rights were unavailable, followed by 31.7% mothers of the deaf, followed by 17.9% mothers of blindness. These differences were statistically significant  $p = .000$ . Regarding the availability of educational rights, 70.8%, 18.3%, and 28.2% of mothers of persons with a mental disability, blindness, and deaf respectively said that educational rights were

unavailable, and these differences were statistically significant  $p = .000$ .

Regarding legislative rights, 34.7%, 43.3%, and 53.8% of the mothers of persons with a mental disability, hearing, and visual disability respectively mentioned that legislative rights were unavailable, and these differences were statistically significant  $p = .01$ . Concerning employment and financial support rights, 55.6%, 23.3%, 51.3% of mothers of persons with a mental disability, hearing, and visual disability respectively mentioned that employment and financial support rights were unavailable, and these differences were statistically significant at  $p = 0.000$ . No statistical significance found concerning the availability of health care rights among different types of disabilities; 48.6%, 51.7%, and 48.7%, the  $P = 0.48$

**Table (1): Frequency and percentage distribution of the students and their mothers according to demographic data (n= 171).**

Demographic data	No	%
<b>Student age</b>		
6-12	114	66.7
≥ 13	57	33.3
<b>Student Gender</b>		
Female	55	32.2
Male	116	67.8
<b>Residency</b>		
Rural	162	94.7
Urban	9	5.3
<b>Disability type</b>		
Visual	39	22.8
Hearing	60	35.1
Mental	72	42.1
<b>Education stage of student</b>		
Primary stage	106	62.0
Preparatory stage	47	27.5
Secondary	18	10.5
<b>Mother's age (Mean±SD)</b>	36.4±9.0	
<b>Mother's education</b>		
Cannot read and write	56	32.7
Primary stage	20	11.7
Preparatory stage	44	25.7
Secondary	43	25.2
University	8	4.7
<b>Father job</b>		
Worker	104	60.8
Employee	47	27.5
Professional	8	4.7
Other	12	7.0
<b>Mother working</b>		
Housewife	171	100.0
<b>Number of brothers and sisters</b>		
No	13	7.6
1-2	107	62.2
≥3	52	30.2
<b>Family income</b>		
Insufficient	145	84.8
Sufficient	26	15.2

**Table (2): Percentage distribution of the studied mothers by their perspectives about the available general rights (n=171).**

General rights	Yes	To some extent	No
	%	%	%
<b>A person with a disability is:</b>			
Taking his personal decisions	24.0	32.7	43.3
Making their own health decisions	22.8	16.4	60.8
Taking his educational decisions	21.1	10.5	68.4
Taking his employment decisions	21.1	10.5	68.4
Treated well from his family members	90.6	5.3	4.1
Privacy respected by others	67.3	8.2	24.5
Treated well by officials in official institutions	32.5	56.5	11.0
Society awareness about persons with disability is enough	7.0	5.9	87.1
The Government provides appropriate and good services for the disabled	11.7	12.3	76.0
The Government provides appropriate clubs and recreational facilities for persons with disabilities	6.7	12.9	80.4
No problems facing mobility within the governmental buildings, schools, hospitals, and other places	62.6	12.9	24.5

**Table (3): Percentage distribution of the studied mothers by their perspectives on health care's available rights (n=171).**

Rights regarding health care	Yes	To Some Extent	No
	%	%	%
The Government supports health expenses regularly	16.4	11.7	71.9
The person with a disability receives the necessary health care and supervision	4.1	29.8	66.1
The number of current governmental rehabilitation centers for the disabled is enough	2.9	19.9	77.2
A person with a disability can easily get specialists to provide partial or full care	7.0	5.3	87.7
There is difficulty in obtaining adequate health supplies for the disabled	48.0	42.7	9.3
The performance of governmental rehabilitation centers is generally good	1.2	23.4	75.4
The performance of health care providers (doctors & nurses) is good	14.0	53.8	32.2
The test performed to determine the level of disability is accurate	61.4	29.8	8.8

**Table (4): Percentage distribution of the studied Mothers by their perspectives about the available rights of education (n=171).**

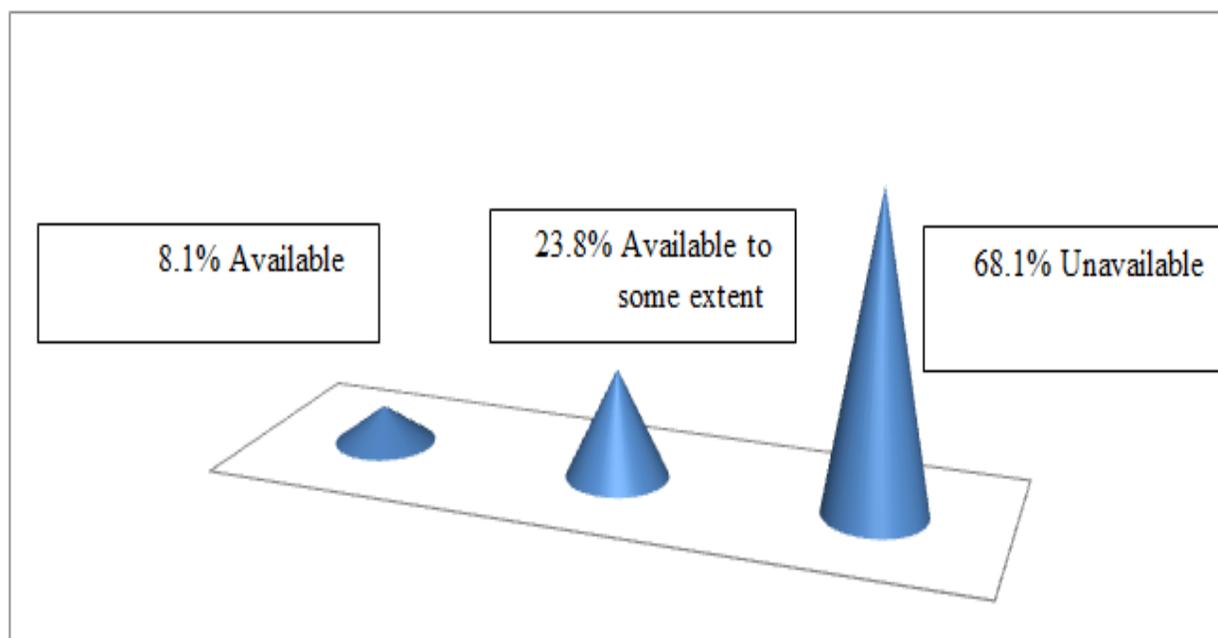
Rights regarding the education	Yes	To Some extent	No
	%	%	%
The Government supports school expenses regularly	72.0	14.0	14.0
No problems are facing them in their right to access education	19.6	54.0	26.4
The test that assesses the student with a disability before entering schools is accurate	68.1	25.8	6.1
No problems are facing the person with more than one type of disability to join schools	20.2	38.1	41.7
The person with a disability receives an appropriate level of education in the schools of disabilities	29.4	54.0	16.6
The person with a disability receives an appropriate level of care in schools of disabilities	28.8	54.0	17.2
Persons with disabilities are merging with other students in government schools	23.9	8.6	67.5
There are equal opportunities for individuals with disabilities in colleges and universities	22.1	41.7	36.2
The person with a disability receives special assistance in the institutes and universities, proper with his status	5.5	35.7	58.8
Governmental institutes and universities provide persons with disability textbooks and teaching aids	13.5	25.2	61.3
Governmental institutes and universities provide persons with disabilities with appropriate means of transport	0.6	19.6	79.8
The efficiency of teachers in schools is generally good	36.2	53.4	10.4

**Table 5. Percentage distribution of the studied mothers by their perspectives about the available legislative rights (n=171).**

Legislative rights	Yes	To Some extent	No
	%	%	%
Disabilities Act is fair and gave persons with disabilities all rights	12.3	12.9	74.8
Disabilities Act does not need any modifications	13.5	15.8	70.7
A supplementary seat for persons with disabilities in the parliament is suggested	12.0	10.2	77.8
Persons with disabilities enjoy (take) all their rights according to their disability law	9.9	5.3	84.8
Persons with disabilities have a certain institution to protect them and ask about their condition	17.6	10.5	71.9
The rights of persons with disabilities are available to them to the fullest	6.4	6.5	87.1
Persons with disabilities can submit a complaint if exposed to any violation	69.0	18.7	12.3
There is no discrimination between female and male with a disability	57.3	13.5	29.2

**Table (6) Percentage distribution of the studied mothers by their perspectives about the available rights of employment and financial support (N0=171).**

Rights of employment and financial support	Yes	To Some extent	No
	%	%	%
The Government provides financial support for the person with a disability	8.2	12.9	78.9
The Government support personal expenses regularly	7.6	0.0	92.4
The person with a disability is not financially exploited by his custodians	56.1	20.5	23.4
The Government provides the person with disabilities with job opportunities	6.1	31.9	62.0
The Government employs persons with disabilities without differentiation from nondisabled persons	8.0	19.6	72.4
The Government provides free or affordable housing for persons with disabilities	24.6	15.2	60.2



**Figure (1): Percentage distribution of the studied mothers by the total score of availability of all rights from their perspectives.**

**Table (7) The relationship between categories of available rights and types of disabilities according to the mothers' perspectives (n= 171).**

Rights	Types of disabilities						$\chi^2$	P-value
	Visual N= 39		Hearing N = 60		Mental N = 72			
	N	%	N	%	N	%		
<b>General rights</b>								
Unavailable	7	17.9	19	31.7	44	61.1	29.2	0.000
Available to some extent	27	69.2	39	65.0	20	27.8		
Available	5	12.8	2	3.3	8	11.1		
<b>Health care rights</b>								
Unavailable	19	48.7	31	51.7	35	48.6	3.46	0.48
Available to some extent	20	51.3	27	45.0	32	44.4		
Available	0	0.0	2	3.3	5	6.9		
<b>Educational rights</b>								
Unavailable	11	28.2	11	18.3	51	70.8	43.6	0.000
Available to some extent	28	71.8	47	78.3	21	29.2		
Available	0	0.0	2	3.3	0	0.0		
<b>Legislative rights</b>								
Unavailable	21	53.8	26	43.3	25	34.7	13.1	0.01
Available to some extent	13	33.3	34	56.7	37	51.4		
Available	5	12.8	0	0.0	10	13.9		
<b>Employment and financial support</b>								
Unavailable	20	51.3	14	23.3	40	55.6	23.6	0.000
Available to some extent	17	43.6	25	41.7	23	31.9		
Available	2	5.1	21	35.0	9	12.5		

## 6. Discussion

Society has to integrate persons with disabilities within it because they are members of the community. They should get the support they need in the typical structures of education, health, employment, and social services. According to the (WHO 2019), eighty percent of the persons with disabilities (PWDs) live in developing countries; it is estimated that twenty percent of the worldwide poorest people have some disability. So, here study aimed to assess the available rights of persons with disabilities from their mothers' perspectives in Zagazig City.

Most mothers of (PWDs) in the current study cannot read and write or are low educated, not working, and have insufficient income. It may be because all of them were housewives and came from rural areas, so their income depends on their husbands, and their husbands' jobs mainly were workers. The current result was following a study by (Mitra, Posarac, & Vick, 2013), who used internationally comparable data from fifteen developing countries and mentioned that disability is highly related to multidimensional poverty, low levels of educational attainment, low employment rates, and high medical expenditures. The result also in line with a recent systematic review of the relationship between disability and poverty in low- and middle-income countries, which done by Morgan, and Polack (2014), who noted that many of the studies (78 of 97-80 percent) found a positive, statistically significant association between disability and economic poverty.

Concerning the general rights of PWDs, most of their mothers stated that PWDs were not making their own decisions concerning health, education, and employment. It may be due to the culture and emotions of parents of PWDs that enforce them to take the decisions of their children

always instead of them to protect them (overprotection). These findings in agreement with (Leibowitz 2015), who mentioned that around the world, people with intellectual or psychosocial disabilities, in particular, are not allowed to make decisions about their lives and unable to approve or refuse medical treatment.

Most mothers in this study said that there were no appropriate clubs and recreational facilities for PWDs. They faced problems in mobility and transportation to governmental buildings, schools, hospitals, and other places. It may attribute to the lack of community awareness. This finding is evidenced by the present study findings that many mothers stated that social awareness about the PWDs was not enough. This finding indicated that there is a flaw in society's perception and interaction with people with disabilities. These drawbacks require media intervention to intensify awareness programs on this category of people. Also, it reflects the inadequacy of the infrastructure for this category and the small budget allocated to their needs.

These results were explained by Midlat (2017), who stated that there were various reasons responsible for the lack of awareness of people about disability. Still, the most important one lacked inclusiveness that restricts ordinary people from learning more about disability. Also, the current results were consistent with Verschuren, Wiart, Hermans, and Ketelaar (2012), who mentioned that people with disabilities are facing significant problems of participation in the activities of health promotion because of the physical and social environments that restrict their chances for physical fitness and recreation, including inaccessible gardens, trails, sidewalks, and fitness facilities. These results are consistent with Jaffer and Brazeau (2012), who found that too few persons with disabilities could participate in leisure and recreational activities due to many barriers such as a lack of accessible facilities and insufficient programs for PWDs.

These findings were also following *Bezyak, Sabella, and Gattis (2017)*. The study found that persons with disabilities who used public transportation and complementary paratransit services in their daily lives faced barriers, and a good proportion has complained about the general transportation system. Also, many PWDs in Jill's study complained of inaccessibility to routes to stops and stations.

Regarding PWD's rights of health care, mothers reveal no regular health expenses from the Government, rehabilitation centers were insufficient, and its performance was not good. PWDs did not receive the necessary care and supervision. These results indicated a need for more care from the government to increase healthcare costs and construct more centers and employ competent and specialized physicians for PWDs. These findings were following the study of *Jin-Ding, Chia-Feng, Chi-Wei, and Jia-Ling, (2005)*, who mentioned that half of the respondents reported that Taiwan National Health Insurance (NHI) did not meet the requirements of people with intellectual disabilities and caregivers' dissatisfaction with the NHI was twice which of the public people.

Together, the current findings were in line with (*WHO 2018*), which stated that PWDs were seeking more health care than people without disabilities and had higher unmet needs. A recent study of mentally disordered people showed that between thirty-five percent and fifty percent of people in developed countries and between seventy- six percent and eighty-five percent in developing countries did not receive any treatment the previous year. Also, PWDs suffered from the poor skills of health care providers, and they complained that they were mistreated or deprived of care. The current results disagree with *Meseguer, Leticia, Mondéjar, and Manuel (2013)*, who found that people with disabilities in their study in Spain generally showed high satisfaction with healthcare services.

Regarding PWDs' educational rights, the mothers stated that the PWDs were sometimes facing problems in their right to access education and sometimes receive the appropriate level of education and appropriate level of care. Teachers' efficiency is sometimes good. Most mothers stated that there was no merging between students with disabilities and others in public schools. At the same time, most mothers stated that there was no special fund assistance for persons with disabilities suitable for their status in institutions and universities. These universities did not provide them with textbooks and teaching aids, and they did not provide them with appropriate means of transportation. These results may be due to the governmental law budget for education, especially the budget allocated for persons with disabilities.

The current results were under the Fact Sheet of *Ontario Human Rights Commission (2019)*, which reported that the main obstacles to providing educational services to students with disabilities were insufficient funding and physical access, such as the lack of stairs, elevators, or transport that cannot be accessed from and to the school. The Organization of *Global Partnership for Education (2019)*, Said that an estimated 90% of children with disabilities in the developing world did not go to school.

Children with disabilities were less likely to start school, and if they did, they were unlikely to move to high school. Their access to school is often limited by stigma, lack of understanding of their needs, lack of teacher training, unfavorable school environment, insufficient learning resources, and classroom support. Similarly, the report (*WHO, 2011*) noted that there are many barriers to the education of children with disabilities, including a lack of legislation, policy, objectives, plans, inadequate resources, school problems such as curricula and education, insufficient training, and teacher support.

On the PWD's employment and financial support rights, most mothers mentioned that there was no regular financial support from the Government, no job opportunities, and no free or affordable housing. It may be because Egypt is a developing country, and the budget for PWDs is low. Our findings followed the study of *Heldak, Stacherzak, and Przybyła (2018)*, who found that the funds allocated for persons with a disability did not cover the actual needs. In the same vein *Bureau of Labor Statistics of the United States (2019)* reported that, in all age groups, labor-to-population ratios were much lower for PWDs in comparison with those without disabilities and across all groups of education, the unemployment rate for persons with disabilities was higher than those for persons without a disability. Also, *Turcotte (2015)* mentioned that among Canadians with disabilities, 12% reported that they had refused a job in the past five years because of their conditions.

The percentage was 33% among 25- to 34-year-olds with a severe disability. The International Labor Organization's report on PWDs states that 73.6% of disabled in India were still outside the labor force (*Ghorai, 2014*). Currently, available evidence showed that lack of jobs was a huge problem, which causes concern among working-age adults with disabilities (*Laszlo, Henry, Goldsberry, & Lapine, 2012*). In many countries, it observed that PWDs were more likely to be unemployed compared to persons without a disability (*Magoulios, & Trichopoulou, 2012; Cramm, Nieboer, Finkenflügel, & Lorenzo, 2013*); *Lillie, & Alvarado, 2013; Verhoef, Bramsen, Miedema, Stam, & Roebroek, 2014*).

Most of the current study mothers mentioned that the Disability Act was not fair and did not give them their rights, or disability Act needs modifications. Most of them stated that persons with disabilities did not take all rights according to the law of their Act, and their rights were not available. This result may be due to a lack of the mother's knowledge about the disability Act or may be related to the lack of enforcement of the Act. These findings were in agreement with the study of *Kuppusamy, Jayanthi, and Deepa (2012)*, in India which revealed that awareness of caregivers and parents of intellectual disability children about legislative issues was moderate. There was a need for intense focus and drive towards creating awareness of legislation among the families of persons with disabilities.

Generally, most of the PWDs mothers in the current study were unsatisfied concerning the availability of rights of PWDs. They stated that most of the rights were

unavailable, especially mothers of persons with a mental disability concerning the general rights and the rights of education, employment, and financial support. Due to good education and employment opportunities for persons with disabilities, especially mental disability, they are weak, especially in developing countries. The current results follow Groce, Kett, Lang, and Trani, (2011) data which showed that people with disabilities were more impoverished than their nondisabled peers in access to jobs, money, education, healthcare, and social support. At the same line Office of The High Commissioner Human Rights United Nations (OHCHR), (2014), PWDS face discrimination and barriers that prevented them from daily social life participation equally with others. They cannot enjoy social protection and access to justice for health care. They are prevented from moving freely, recruiting, voting, integrating into the general school system, living independently, sharing their societies in sports and cultural activities. In recent years, there has been a revolutionary change in approach to bridge the protection gap and ensure that persons with disabilities enjoy the same standards of rights, dignity, and equality as everyone.

The Convention on the Rights of Persons with Disabilities was adopted in 2006. It entered into force in 2008; Ismail (2018) stated that Egypt Article 81 of Egypt's 2014 Constitution states: "The State guarantees the health, economic, social, recreational, sports and educational rights of persons with disabilities." The Government struggles to provide them with employment opportunities, allocation of employment opportunities, and the adaptation of public facilities and environment to meet their needs. President Abdel Fattah al-Sisi announced in the year 2018 that of those who face the challenges of disability, many efforts and decisions had been taken to ensure that they have adequate living conditions, but more efforts should be made. Sisi issued Law No. 10 of 2018 on the rights of persons with disabilities on February 20 Year, after its adoption by parliament. The new Convention on the Rights of Persons with Disabilities introduced several commitments by the Government to PDWs after its implementation.

## 7. Conclusion

After the previous findings, we can conclude that; mothers of PWDs were unsatisfied about the available right of persons with disabilities, and there is a gap between the rights of the PWDs in the Act and the implementation of these rights in real life as stated by the mothers of the current study.

## 8. Recommendations

This study recommends increasing public and society awareness about the PWDs through mass media and health education programs. Also, Community health nurse should advocate the PWDs rights and act as a liaison between them and governmental organizations to activate the law of PWDs and meet the PWDS needs.

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