

**United Nations Development Programme**  
**Country: Kuwait**  
**Project Document**

**Project Title**

Early Learning &amp; Disability Challenges Programme

**Project Number**

00072395

**Expected CP Outcome(s):**

Civil society organizations strengthened and its role in development expanded, inclusive of entities working with, culture, youth and children with learning disabilities.

**Expected Output(s):**

1. Raise awareness of disabilities and early learning challenges.
2. Develop nationally standardized tools for the identification of at-risk individuals.
3. Develop nationally standardized intervention and remedial programmes in Arabic to overcome literacy and numeracy deficits of Kuwaiti learning disabled individuals.
4. Upgrade and strengthen national technical and institutional capacity of existing training programmes working in the field of disabilities in Kuwait.

**Implementing Partner:**

Supreme Council for Planning & Development &  
 United Nations Development Programme

**Executing Partners:**

CSOs working in the early learning and disability field in Kuwait (Autism Center, CCET, Dyslexia Association, ...)

**Brief Description**

The aims of this programme are (1) to remove barriers to inclusion of individuals with disabilities in Kuwait, (2) to empower persons with disabilities in Kuwait to achieve their full potentials and (3) to enable them to fully contribute to the society in which they form a part. This programme, therefore, compliments the efforts of the Government of Kuwait to include persons with disabilities in the society in line with its international commitments and obligations specified in the United Nations' International Convention on the Rights of Persons with Disabilities which Kuwait signed in 2009.

Programme Period:	2009/2013	Total allocated resources:	\$2,000,000
Atlas Project Number:	00072395	GMS:	\$60,000
Start date:	2010	Total Project Budget:	\$2,060,000
End Date :	2013		

**Agreed by (Implementing Partner - SCPD):**

Dr Adel Al Wugayan, General Secretary

Date: 24-1-2010

**Agreed by UNDP:**

Dr Salah Bourjini, Resident Representative

Date: 12/01/10

United Nations Development Programme  
Government of Kuwait  
Supreme Council for Planning & Development

PROGRAMME DOCUMENT: 00072395

## Early Learning & Disability Challenges Programme

This UNDP Programme aims at providing technical assistance and strengthening institutional capacity building to the Kuwaiti government represented by the Supreme Council for Planning & Development (SCPD) in four major areas: (1) Raising awareness of early learning & disability challenges with particular emphasis on learning disabilities as a major barrier to literacy development. (2) Developing nationally standardized tools for the identification and assessment of Arabic speaking Kuwaiti individuals including areas of general cognitive ability, scholastic achievement and psycho-educational diagnostic indicators to enhance early identification initiatives of at-risk disabled individuals. (3) Developing nationally standardized, linguistically appropriate and culturally fair intervention and remedial programmes in Arabic to overcome literacy and numeracy deficits of Kuwaiti specific learning disabled individuals as well as other intervention and rehabilitation programmes for other general types of disabilities in Kuwait. (4) Upgrading and strengthening national technical and institutional capacity of existing awareness, identification, intervention and training programmes working in the field of disability generally and early learning challenges in particular.

The ultimate aims of the programme are (1) to remove barriers to inclusion of individuals with disabilities in Kuwait, (2) to empower persons with disabilities in Kuwait to achieve their full potentials and (3) to enable them to fully contribute to the society in which they form a part. This programme, therefore, compliments the efforts of the Government of Kuwait to include persons with disabilities in the society in line with its international commitments and obligations specified in the United Nations' International Convention on the Rights of Persons with Disabilities which Kuwait signed in 2009.



## PART 1. SITUATIONAL ANALYSIS

### **Background:**

According to the attached Statistics Sheet (Appendix 1) issued by the Higher Council for Disabled Affairs (HCDA), there are 28,309 disabled individuals in Kuwait. These individuals include: (1) Kuwaiti nationals, (2) other nationals as well (3) those without known nationality (stateless). The percentage of Kuwaiti disabled nationals (as at the end of April 2009), represents approximately 1.6% of the total number of Kuwaiti population of the same year (1,399,804 Kuwaiti nationals). Although there are 13 types of disabilities recognized by the classification system of the HCDA, approximately 6% of those disabled individuals have a Specific Learning Disability (SpLD). Those issued with a "Certificate of Disability" and reported as suffering from Down Syndrome, Autism, Specific Learning Disability, language-based learning disability and behavioural disorders amounted to 2675 of the cases in 2009, which made up 12% of the total number of cases registered at the HCDA at the end of April 2009. The number of registered disabled individuals in Kuwait has increased during the last 5 years<sup>1</sup> due to the increased level of awareness and the continuous governmental support. However, learning disabilities occur on a continuum, with those severe and profound cases receiving the type of support quoted on the HCDA's report, while the majority of those with learning disabilities (mild and moderate type symptoms) disappear through the system and slip through the net. In addition, we expect the registered number of persons with disabilities quoted above and supplied by the HCDA to be less than the actual realistic figure of persons with disability due to the negative "social stigma" associated with the "shame" and "denial" still prevalent among multiple layers of the Kuwaiti society which prevents them from declaring their disabilities or that of their children. Other issues affecting this prevalence rate of disabilities and persons with disabilities in Kuwait are (1) low level of awareness regarding certain types of disabilities (e.g., Multiple Sclerosis), (2) incidence of co-morbidity (a person suffering from more than one type of disability), (3) and foreign nationals living in Kuwait and not registering their disabled family members in fear of not given any support or not being allowed to be given the right to reside should they declare their residency. Based on all of the previous arguments, we expect that 2.5% of the population to be a more realistic incidence of disabilities nationally in Kuwait.

The prevalence of learning disabilities in Kuwait indicates a profound need for this Project. According to official figures of attached in Appendix 1, registered cases of Learning Disabilities alone equal approximately the combined registered cases of Autism, Down Syndrome and language and behaviour based disabilities. In addition to the 2002 survey study conducted by the Kuwait Dyslexia Association (KDA), a Civil Society Organisation (CSO) working in the field of learning disabilities with the Ministry of Education (MoE) and with technical assistance provided by the then Ministry of Planning (MoP) and the United Nations Development Programme (UNDP), a number of CSOs are actively working on raising awareness of other forms of disabilities in Kuwait. The prevalence rate of specific learning disabilities in Kuwait, which negatively affects the

---

<sup>1</sup> According to official figures of disabled individuals received from a personal communication from Ms. Najat Al Qalaf, Executive Director of the Kuwaiti Higher Council for Disabled Affairs, the number of Kuwaiti nationals/individuals issued with a Certificate of Disability is 28,309 at the end of April 2009 which represents 1.6% of the total number of estimated Kuwaiti nationals of the same year (2,691,158 total population including 1,291,254 non-nationals) according to: Kuwait People, 2009 accessed at: [http://www.theodora.com/wfbcurrent/kuwait/kuwait\\_people.html](http://www.theodora.com/wfbcurrent/kuwait/kuwait_people.html) .

individual's ability to read, spell and write words correctly, and as such a major obstacle to learning and literacy development, is around 10% of the number of students attending primary, intermediary and secondary mainstream and private schools in Kuwait; a fact that would suggest an approximate figure of more than 50,000 (fifty thousand) students in Kuwait.

Kuwait, however, has been playing a significant and leading role amongst Arab States in terms of awareness, advocacy and recognition of specific learning disabilities. This can be noticed from Annex 2, which represents a list of organizations in Kuwait that are working in the field of Disabilities generally and Early Learning & Disability Challenges in particular. In 1996, Kuwaiti Parliament officially passed a Disability Law (Law No. 49 of 1996 "Care for the Disabled Law") which acknowledged the rights of learning disabled and which, in its Article 16, called for the creation of a unified body to coordinate, regulate, monitor and advocate for the rights of disabled individuals in Kuwait. Thus, the "Higher Council for Disabled Affairs" was created and, for the first time included "learning disabilities" within its definitions and classification system. Thirteen years later (in 2009), a new law is being put forward to the Kuwaiti National Assembly (Law for the Care of Persons with Disability) which is expected to build on and better the quality and level of services on offer for persons with disability in Kuwait. Law for the Care of Persons with Disability has been scheduled for voting in the Kuwaiti National Assembly for its endorsement on December 3<sup>rd</sup> 2009 (which coincides with the International Day of the Disabled). As with the previous 1996 Law, the Law for the Care of Persons with Disability also calls for the creation of an independent Authority for the Care of Persons with Disability to become the overall unifying body under which governmental efforts are focused for the care of persons with disabilities.

It is well established that young children with learning disabilities can be taught to read and write if a variety of instructional techniques are employed and appropriate instruction is provided based on the needs of the students. Research shows that systematic and intensive interventions do work and are necessary. However, teachers do not have the time or the necessary training to provide appropriate interventions for students with learning difficulties generally and reading difficulties in particular<sup>2</sup>. Therefore, it is crucial for both classroom teachers and special education professionals to be prepared to use the most effective early reading interventions. When students struggle with learning to read, teachers in kindergarten and early elementary classes need to employ explicit instruction in phonemic (sound structure) awareness, word level decoding skills and reading fluency, as well as other approaches for teaching reading. Such a blended approach reduces reading failure in students who are at-risk. This is particularly crucial for the Arabic context where early literacy instruction is faced with various problems such as insufficient numbers of qualified teachers, the large classroom settings and the inefficient teaching materials<sup>3</sup>.

While the percentage of Arabic speaking illiterates has decreased from 60 percent in the 1970s to 40 percent today, more than 67 million Arabs entered the twenty-first century without being able to read or write<sup>4</sup>. If current efforts continue, 28 per cent of the region's

---

<sup>2</sup> Brady & Moats, 1997; Lyon, 1999.

<sup>3</sup> United Nations Development Programme, Government of Kuwait, Ministry of Planning Project Document (KUW/02/006): Early Childhood Disabilities Programme.

<sup>4</sup> Victor Billeh, Director of UNESCO Beirut and Regional Bureau for Education:



population will still be illiterate in 2015<sup>5</sup>. It is well understood that there is no development without literacy and that high illiteracy rates hinder economic and social development. The Director-General of the Arab League Educational, Cultural and Scientific Organization (ALECSO), Mongi Bousnenah, warns that the number of illiterates constitutes "an alarming proportion" that threatens the development of this region. "Arab countries need to activate the human and financial resources to effectively fight illiteracy", he says<sup>6</sup>. Learning disabilities are major obstacles to literacy and numeracy and learning disabled individuals need empowerment to be able to overcome the many challenges associated with their learning disabilities.

To help reduce literacy problems in Kuwait, knowledge of effective educational interventions for at-risk students must be part of the current school practice as well as teacher preparation programs. Unfortunately, in Kuwait, most classroom teachers are typically undereducated for the task of teaching early literacy skills such as reading, writing, spelling and Maths for learning disabled individuals due to the lack of pre-service training for teachers in the field of special education or learning disabilities. Teachers are not trained to identify students at-risk for learning disabilities and not trained to provide instruction on how to teach such students or how to take preventive measures for early intervention and early prevention purposes. This is also true for other countries. For example, some research studies conducted in the USA showed that teachers are not prepared to meet the needs of students who are at risk for reading failure<sup>7</sup>. However, numerous studies conducted in the United States have demonstrated that when teachers are trained in structured, systematic and explicit reading instruction, students' reading outcomes improve significantly.

The government of Kuwait, mindful of its role that seeks to benefit the community it serves, has embraced "Inclusion" as one of its major objectives in its educational development policy (MoE Report on the State of Educational Development in Kuwait<sup>8</sup>). Inclusion is the practice of adapting classroom instruction so that children with different skills and abilities can succeed in a regular educational environment. An educationally inclusive school is 'one in which the teaching and learning, achievements, attitudes and well-being of every young person matters'<sup>9</sup>. This project will, therefore, aim to enable and facilitate the inclusion of large numbers of learning-disabled individuals, particularly those with mild and moderate learning disabilities in their natural educational settings while empowering teachers to do so by utilizing differentiation techniques and organizing ongoing training as well as various programmes involved via capacity building and technical assistance.

---

<sup>5</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=8521&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=8521&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>6</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=8521&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=8521&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>7</sup> Nolen, McCutchen, & Berninger, 1990

<sup>8</sup> Report Presented to Kuwait National Assembly, Dec. 2004, Prepared by MoE.

<sup>9</sup> Caroline Coles & Robert Hancock (2002): The Inclusion Quality Mark. London: Public Sector Matters.



## PART 2. STRATEGY

### 1. National Strategy

In 2007, Adult literacy rate in Kuwait was 94.5% and the combined primary, secondary and tertiary enrolment ratio is 72.6%. Furthermore, Kuwait enjoys the highest human development education index amongst the rest of the Arab World at 0.916. While acknowledging the challenges created by learning disabilities and the potential barriers it constitutes to literacy development among Arabic speaking Kuwaiti individuals, the Country Programme Document (CPD) for the State of Kuwait (2009–2013) has critically highlighted the need to provide ongoing continuity by adopting the Early Learning & Disability Challenges Programme following the successes it achieved during the 2<sup>nd</sup> Country Cooperation Framework (CCF) (See Appendix 3 for a report on the achievements of the Early Learning Challenges Programme during the 2<sup>nd</sup> CCF). The multiplier effect through awareness raising, specialized pre-service and continuous professional in-service training, development of Arabic localized identification and intervention tools are all important outcomes to provide hope for persons with disabilities and their families in Kuwait.

Given the numerous and diverse types of organizations and programmes involved either wholly or partially in catering for the needs of persons with disabilities in Kuwait<sup>10</sup>, it is imperative that a dedicated Project Manager assumes the responsibility of overseeing the execution and implementation of this national strategy. Appendix 4 contains a detailed Terms of References (ToRs) for the Project Manager of the proposed Early Learning & Disability Challenges Programme. Such a strategy, with appropriate input, monitoring and review, will enable both the Supreme Council for Planning & Development & UNDP to achieve the overall aim of this programme, reinforce a participatory approach between governmental, NGOs and CSOs, eliminate procedural constraints by sharing the experiences of designated partners and beneficiaries, avoid delays in executing activities of the Programme and building institutional capacity and ongoing cooperation among CSOs in Kuwait; notably those working in the field of learning disabilities; thus ultimately achieving a synergy amongst them. Such a synergy is extremely important and critically needed at the current time notably while the new proposed law of Persons with Disability is being processed through the National Assembly and the new proposed Authority for the Care of Persons with Disability is being finalized. Emphasis on cross fertilization through the execution process and sharing of resources and expertise amongst participating SCOs will, hopefully, be a step in the right direction towards achieving such a synergy.

---

<sup>10</sup> Please refer to Annex 2 for a full list of these organizations working in Kuwait.



## 2. Project Strategy

The basic strategy of this UNDP project is designed to assist on two strands:

1. **Upstream**: By developing, operationalising and ensuring the effectiveness of specific learning disabilities policies at relevant government levels “Ministry of Health, Ministry of Social Affairs & Labour, Ministry of Education & Higher Education and the Amiri Dewan”.
2. **Downstream**: By upgrading the level of national institutional capacity amongst various service delivery programmes working in the field of disabilities and special education in Kuwait.

The ultimate aim of the Programme is to remove barriers to inclusion of persons with disabilities in Kuwait and empower them to achieve their full potentials. To achieve its aim, the following scope of work for the project is proposed:

1. *Awareness-based type activities and initiatives, such as:*
  - a. Workshop Series.
  - b. Toolkits for professionals.
  - c. Production of media and outreach publications.
  - d. Production of printed awareness materials and establishing of forums.
  - e. Establishing websites and awareness lecture series.
  - f. Production of awareness-based documentaries.
  - g. Building capacities amongst beneficiaries.
  - h. Initiate national media awareness campaigns.
2. *Evaluation & Assessment-based type activities and initiatives, such as:*
  - a. Technical assistance to develop nationally standardized screening, assessment and diagnostic tools for the identification of persons with disabilities.
  - b. Technical assistance to develop Information and Communication Technology (ICT) applications for the screening and identification of disability at risk individuals.
  - c. Training of existing evaluation staff to use developed tools in (a) and (b) above.
  - d. Technical assistance to develop policies and procedures which reflect international standards in the field of disabilities assessment and screening.
3. *Intervention-based type activities and initiatives, such as:*
  - a. Technical assistance to develop Arabic based curriculum materials for the intervention and remedial teachings for persons with disabilities.
  - b. Technical assistance to develop computer based assistive technology type applications for the intervention and remedial teachings for persons with disabilities.
  - c. Technical assistance to develop individual educational plans capacities for the intervention efforts of individuals with disabilities.

- d. Technical assistance to develop communication and behaviours disorders capabilities in Arabic for the intervention of speech disorders, behaviour disorders and communication disorders.

4. *Training-based type activities and initiatives, such as:*

- a. Provide technical assistance to offer training programmes for existing mainstream classroom teachers on differentiation and inclusion techniques.
- b. Provide technical assistance to offer training programmes for specialist provision, literacy and numeracy teachers on how to identify, screen for, assist and provide intervention opportunities for persons with disabilities particularly those who attend mainstream government schools.
- c. Develop Arabic training resources in both media and print format in forms of short and long term courses and post graduate diplomas in the field of early learning & disability challenges.
- d. Develop an "online/real time" training capacities for SCOs working in the field of disabilities and early learning challenges to enable them to reach out for their stakeholders.
- e. Develop a national strategy on how to offer pre-service and in-service continuous professional development and training for student teachers and in-service teachers in collaboration with the Ministry of Education, Kuwait University and the Public Authority for Applied Education & Training.
- f. Provide technical assistance to make available multi-level training opportunities for teachers, educational psychologists, social psychologists as well as school counsellors on how to provide assistance to persons with disabilities.
- g. Provide training workshops, seminars and courses for ongoing training amongst potential stakeholders.



### PART 3. RESULTS AND RESOURCES FRAMEWORK

The outcomes of the programme are divided into the following four major Outputs:

#### OUTPUT (1)

Raise awareness of disabilities and early learning challenges with particular emphasis on specific learning disabilities as a major barrier to literacy development.

#### OUTPUT (2)

Develop nationally standardized tools for the identification of Arabic speaking Kuwaiti individuals including areas of general cognitive ability, scholastic achievement and psycho-educational diagnostic indicators to enhance early identification initiatives of at-risk individuals.

#### OUTPUT (3)

Develop nationally standardized intervention and remedial programmes in Arabic to overcome literacy and numeracy deficits of Kuwaiti learning disabled individuals.

#### OUTPUT (4)

Upgrade and strengthen national technical and institutional capacity of existing training programmes working in the field of disabilities in Kuwait.

### OUTPUTS AND ACTIVITIES

#### OUTPUT (1):

An increased awareness of early learning & disability challenges in Kuwait with a special emphasis on awareness of learning disabilities.

#### Activities

- 1.1 Organize “Local, National and International Conferences” on disabilities and early learning challenges where local, regional and international expertise can participate, share knowledge and report on recent advances in the field of screening, early identification, early intervention, assessment, training while concentrating on both theory and practice areas to build capacity in Kuwait.
- 1.2 Develop and assist various stakeholders in setting up “National Help Lines” in the respective area of specialization and/or disability they deal with so as local Kuwait families and individuals with early learning and disability challenges obtain access to accurate and timely information on how to early identify, screen for, remediate and assist persons with disabilities.
- 1.3 Develop and conduct a “Train the Practitioners” Programme of training dedicated for literacy and numeracy teachers working at the MoE to raise awareness of learning disabilities as well as how to identify and offer

assistance for persons with disabilities within an inclusive classroom settings.

- 1.4 Organizing a Series of "Train the Trainers" workshops on disabilities to be open to the public with emphasis on various types of professionals working on the field of early childhood education and disabilities.
- 1.5 Organizing a Series of "specific" workshops covering various types of early learning challenges and disabilities that are established in Kuwait; i.e., a workshop series on Down Syndrome, Autism, Dyslexia, Early Intervention, ADHD, Dyscalculia, Dysgraphia, social and emotional problems, Dyspraxia...etc.
- 1.6 Organizing training workshops and seminars on "providing technical assistance to write, edit and produce" various types of Toolkits for Professionals" based on the workshop series delivered in 1.2.1 and 1.2.2 above.
- 1.7 Producing media and outreach publications (leaflets, introductory guides, technical manuals in the form of printed awareness materials on early learning & disability challenges.
- 1.8 Developing appropriate "websites" dedicated to disseminate scientific-based information on disabilities.
- 1.9 Producing awareness-based "Documentaries" and short films on various types of disabilities aimed at various targets with a particular emphasis on parents and their role in helping their disabled child.
- 1.10 Organizing ongoing seminars among various CSOs with collaboration from relevant government organizations on topics related to the challenges of dealing with persons with disabilities.
- 1.11 Develop a national database of documented initiatives, programmes and organizations working in the field of early learning & disability challenges with special emphasis on learning disabilities to be shared by all major stakeholders.

Output (2):

Development of nationally standardized tools for the identification of Arabic speaking Kuwaiti individuals including areas of general cognitive ability, scholastic achievement and psycho-educational diagnostic indicators to enhance early identification initiatives of at-risk individuals.



Activities

- 2.1 Develop the use and applications of *Information and Communication Technology* (ICT) as well other aspects and applications of Assistive Technology in the field of cognitive profiling, early identification, screening and early intervention for persons with disabilities in Arabic.
- 2.2 Develop Arabic *screening tools* for the identification of at-risk individuals notably in literacy and numeracy related deficits and well as developmental deficits, attention deficits, communication disorders, Autism and ADHD.
- 2.3 Develop Arabic *nationally standardized battery of tests* in areas of general mental abilities, cognitive abilities, scholastic achievements and diagnostic indicators of at-risk individuals.
- 2.4 Build local capacity by *training existing staff* working at screening and assessment services centres at various CSOs and government based centres.
- 2.5 Conduct *workshops and intensive training courses* for classroom-based testing and screening techniques in order to enable mainstream classroom teachers to identify at risk individuals within their classrooms.
- 2.6 Conduct training courses in collaboration with various academic organizations in Kuwait in the field of testing and measurement of disabilities to provide hands-on training and pre-service training for teachers at nursery, primary and intermediate levels who study at these academic institutions.

Output (3):

Development of nationally standardized intervention and remedial programmes in Arabic to overcome literacy and numeracy deficits of Kuwaiti persons with disability.

Activities

- 3.1 Develop Arabic based *intervention and remedial programmes* for literacy related deficits among learning disabled individuals with special emphasis of dyslexia, dyscalculia, dyspraxia and dysgraphia.
- 3.2. Develop Arabic based *behaviour modifications and non-medicated remedial programmes* for attention deficits, communication disorders and developmental disorders.
- 3.3. Conduct *training courses for language based (literacy) teachers* (both English and Arabic) as well as numeracy (maths) teachers on how to use differentiation techniques within their mainstream classrooms to cater for the needs of mild and moderate learning disabled individuals.
- 3.4. Conduct *workshops and training sessions* for remedial and intervention-based programmes for teachers.
- 3.5. Provide *technical assistance to develop Arabic based intervention and remedial programmes* for early learning and disability challenges.
- 3.6. *Develop computer based intervention programmes* for various types of disabilities.

Output (4):

Upgraded and strengthened national technical and institutional capacity of existing training programmes working in the field of early learning and disability challenges.

Activities

- 4.1 Develop a set of training programmes aimed at early identification of at risk individuals and offer such training programmes in collaboration with various stakeholders.
- 4.2 Offer training programmes for existing mainstream classroom teachers on differentiation and inclusion.
- 4.3 Offer training programmes for specialist provision, literacy and numeracy teachers on methods of identification, screening and intervention for persons with disability.
- 4.4 Develop a national strategy for pre-service, in-service and continuous professional development for teachers in collaboration with relevant organizations.
- 4.5 Make available multi-level training programmes for teachers, educational psychologists, social psychologists, school counsellors and specialist teachers on learning disabilities.
- 4.6 Conduct training workshops, seminars and courses for ongoing training amongst potential stakeholders.
- 4.7 Provide technical assistance for various stakeholders on how to develop their respective Strategies and Action Plans in order to boost the services they provide for individuals with learning disabilities and their families.



#### Part 4. AWP Budget Sheet

The following 4 year plan of costs is based on the following principles that are distilled from the Programme Strategy:

- Providing technical expertise in the field of Strategic Planning & Development on projects related to the Early Learning & Disability Challenges Programme for all relevant stakeholders which include, but not limited to the following organizations:
  - i. Ministry of Social Affairs & Labour (MoSAL).
  - ii. Higher Council for Disability Affairs. (HCDA)
  - iii. Ministry of Health. (MoH)
  - iv. Ministry of Education (MoE).
  - v. Amiri Dewan.
  - vi. University of Kuwait.
  - vii. Public Authority for Applied Education & Training (PAAET).
  - viii. Registered non-profit organizations in Kuwait (those with a declared charity status).
  
- Providing technical expertise and capacity building in the field of Academic & Curriculum Development on projects related to the Early Learning & Disability Challenges Programme for the following key stakeholders:
  - i. University of Kuwait (Faculty of Social Sciences, Faculty of Education & Faculty of Graduate Studies).
  - ii. The Public Authority for Applied Education & Training (Faculty of Basic Education).
  - iii. Private Universities' Council, MoE.
  
- Providing technical expertise and capacity building in the field of Awareness, Intervention, Assessment and Training on projects related to the Early Learning Challenges Programme, list include but is not limited to the following stakeholders:
  - i. Higher Council for Disabled Affairs,
  - ii. Kuwait Handicapped Society (KHC),
  - iii. Centre for Child Evaluation & Teaching (CCET),
  - iv. Kuwait Autism Centre (KAC),
  - v. Kuwait Club for the Disabled KCD),
  - vi. Kuwait Down Syndrome Society (KDSS),
  - vii. Kuwait Dyslexia Association (KDA),
  - viii. Kuwait Society for the Parents' of the Disabled (KSPD),
  - ix. Kuwait Association for Learning Differences (KALD),
  - x. Abeer 2 Center
  - xi. Kharafi Kids Activities Centre (KKAC).

## Annual Work Plan Year 2010

### Annual Work Plan

#### Year: 2010

Civil society organizations strengthened and its role in development expanded, inclusive of entities working with, culture, youth and children with learning disabilities.

EXPECTED OUTPUTS <i>And baseline, associated indicators and annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET	
		Q1	Q2	Q3	Q4		Funding Source	Budget Description Amount
Output 1: Awareness of Early learning & disability challenges in Kuwait	Develop, edit, author, finalize Toolkits for Professionals	X	X	X	X	KAC, KDSS, CCET & HCDA	SCPD & UNDP	Technical Assistance \$72,000
<i>Baseline: Low level of awareness of disability and learning issues in Kuwait</i> <i>Indicators: Number of awareness activities conducted in a year</i> <i>Targets: 5 awareness activities in 2010</i>	Make available advanced website for beneficiaries	X	X	X	X	CCET, KDA, KAC, KDSS & HCDA	SCPD & UNDP	Technical Assistance \$45,000
Output 2: Strengthen national technical and institutional capacity	Producing a national strategy for HCDA National database for disabled individuals in Kuwait	X				HCDA	SCPD & UNDP	Technical Assistance \$27,000
		x				HCDA	SCPD & UNDP	Technical Assistance \$27,000



<p><i>Baseline: institutional capacity at CSOs working in early learning and disability challenges not strong.</i></p> <p><i>Indicators: More capable CSOs of conducting professional ongoing projects to serve their community</i></p> <p><i>Targets: Two enhanced SCOs each year</i></p>	<p>Develop an Arabic intervention programme for persons with disability</p>	X	x									Technical Assistance	\$166,000	
		<p>Monitor project progress + submit evaluation report</p>	x	x									Project Manager	\$48,000
<b>TOTAL</b>														\$385,000

## Annual Work Plan Year 2011

### Annual Work Plan

#### Year: 2011

Civil society organizations strengthened and its role in development expanded, inclusive of entities working with, culture, youth and children with learning disabilities.

EXPECTED OUTPUTS And baseline, associated indicators and annual targets	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount
<b>Output 1:</b> Awareness of disability challenges in Kuwait  <i>Baseline: Low level of awareness levels of disability in Kuwait</i>  <i>Indicators: awareness activities conducted in a year</i>  <i>Targets: One awareness activity in 2011</i>	Organize an international conference on learning disabilities  Train the Practitioners training programme  Training teachers workshops	X	X			CCET	SCPD & UNDP	Technical Assistance	\$108,000
<b>Output 2:</b> Strengthen national technical capacity  <i>Baseline: institutional capacity at CSOs working in early</i>		X				CCET, KDA, KAC & KDSS	SCPD & UNDP	Technical Assistance	\$57,500
			X			CCET, KAPD, KAC & KDSS	SCPD & UNDP	Technical Assistance	\$57,500



<p><i>learning and disability challenges not strong</i></p> <p><i>Indicators: More capable CSOs of conducting professional ongoing projects to serve their community</i></p> <p><i>Targets: Two enhanced SCOs each year</i></p>								
<p>Output 3: Early assessment of disability &amp; learning challenges</p> <p><i>Baseline: Develop appropriate assessment tools for disability &amp; learning challenges</i></p> <p><i>Indicators: Number of appropriately developed assessment tools</i></p> <p><i>Targets: Two assessment tools a year</i></p>	<p>Develop early identification screening tools</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>CCET &amp; KAC</p>	<p>SCPD &amp; UNDP</p>	<p>Technical Assistance</p>
<p>Output 4: Intervention programmes for disability &amp; learning challenges</p> <p><i>Baseline: low number of appropriate intervention programmes for disability &amp; learning challenges</i></p> <p><i>Indicators: Number of appropriately developed intervention programmes</i></p> <p><i>Targets: An intervention programme a year</i></p>	<p>Develop Arabic remediation programme</p> <p>Monitor project progress + submit evaluation report</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>KHS &amp; KAC</p>	<p>SCPD &amp; UNDP</p>	<p>Technical Assistance</p>
<p><b>TOTAL</b></p>								<p><b>\$591,000</b></p>

Annual Work Plan Year 2012

**Annual Work Plan**

**Year: 2012**

Civil society organizations strengthened and its role in development expanded, inclusive of entities working with, culture, youth and children with learning disabilities.

EXPECTED OUTPUTS And baseline, associated indicators and annual targets	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET	
		Q1	Q2	Q3	Q4		Funding Source	Budget Description Amount
Output 1: Strengthen national technical capacity <i>Baseline: Lack of strength of CSOs working in disability</i>	Producing a national strategy for disability at PAAET	x				PAAET	SCPD & UNDP	Technical Assistance \$27,000
<i>Indicators: More capable CSOs of conducting professional ongoing projects to serve their community</i>  <i>Targets: Two enhanced SCOs each year</i>	Develop training programme in Arabic	x	x	x	x	CCET, KU, MoE & KCAC	SCPD & UNDP	Technical Assistance \$210,000



Output 2: Early assessment of disability & learning challenges <i>Baseline: Lack of appropriate assessment tools for disability &amp; learning challenges</i> <i>Indicators: Number of appropriately developed assessment tools</i> <i>Targets: Two assessment tools a year</i>	Develop Arabic ICT applications for screening, early identification & intervention	x	x	x	x	x	CCET	SCPD & UNDP	Technical Assistance	\$72,000
Output 3: Intervention programmes for disability & learning challenges <i>Baseline: Lack of appropriate intervention programmes for disability &amp; learning challenges</i> <i>Indicators: Number of appropriately developed intervention programmes</i> <i>Targets: An intervention programme a year</i>	Develop Arabic based multi-sensory intervention programme	x	x	x	x	x	CCET	SCPD & UNDP	Technical Assistance	\$110,000
	Monitor project progress + submit evaluation report	x	x	x	x	x		SCPD & UNDP	Project Manager	\$48,000
<b>TOTAL</b>										\$467,000

### Annual Work Plan Year 2013

#### **Annual Work Plan**

**Year: 2013**

Civil society organizations strengthened and its role in development expanded, inclusive of entities working with, culture, youth and children with learning disabilities.

EXPECTED OUTPUTS <i>And baseline, associated indicators and annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount
Output 1: Awareness of Early learning & disability challenges in Kuwait  <i>Baseline: Low awareness levels of disability in Kuwait</i> <i>Indicators: awareness activities conducted in a year</i> <i>Targets: One awareness activity in 2011</i>	    Produce documentaries on early learning challenges and disability	X	X	X	X	KDA, MoE, CCET & PAAET	SCPD & UNDP	Technical Assistance	\$200,000
Output 2: Strengthen national technical capacity <i>Baseline: Need for strong CSOs working in disability</i> <i>Indicators: More capable CSOs of conducting professional ongoing projects to serve their community</i> <i>Targets: Two enhanced SCOs each year</i>	    Train existing assessment staff	X	X	X	X	CCET, MoE & MoSAL	SCPD & UNDP	Technical Assistance	\$91,000



<p>Output 3: Early assessment of disability &amp; learning challenges</p> <p><i>Baseline: Need of appropriate assessment tools for disability &amp; learning challenges</i></p> <p><i>Indicators: Number of appropriately developed assessment tools</i></p> <p><i>Targets: Two assessment tools a year</i></p>	<p>Develop nationally standardized tests of cognitive abilities, achievements and diagnostics</p>	x	x	x	x	x	CCET	SCPDP & UNDP	Technical Assistance	\$108,000
		x	x	x	x	x	x	KAC, other relevant organizations	SCPDP & UNDP	Technical Assistance
<p>Output 4: Intervention programmes for disability &amp; learning challenges</p> <p><i>Baseline: Need to Develop appropriate intervention programmes for disability &amp; learning challenges</i></p> <p><i>Indicators: Number of appropriately developed intervention programmes</i></p> <p><i>Targets: An intervention programme a year</i></p>	<p>Develop Arabic behavior modification programme</p>	x	x	x	x	x		SCPDP & UNDP	Project Manager	\$48,000
		x	x	x	x	x	x		SCPDP & UNDP	
<b>TOTAL</b>										\$557,000

**Budget outlines**

Item	Planned Budget
Technical Assistance	1,780,000
Monitoring & Review	192,000
Travel	28,000
<b>Total Budget</b>	<b>\$2,000,000</b>

**Total Project Budget (Years 2010, 2011, 2012, 2013)**

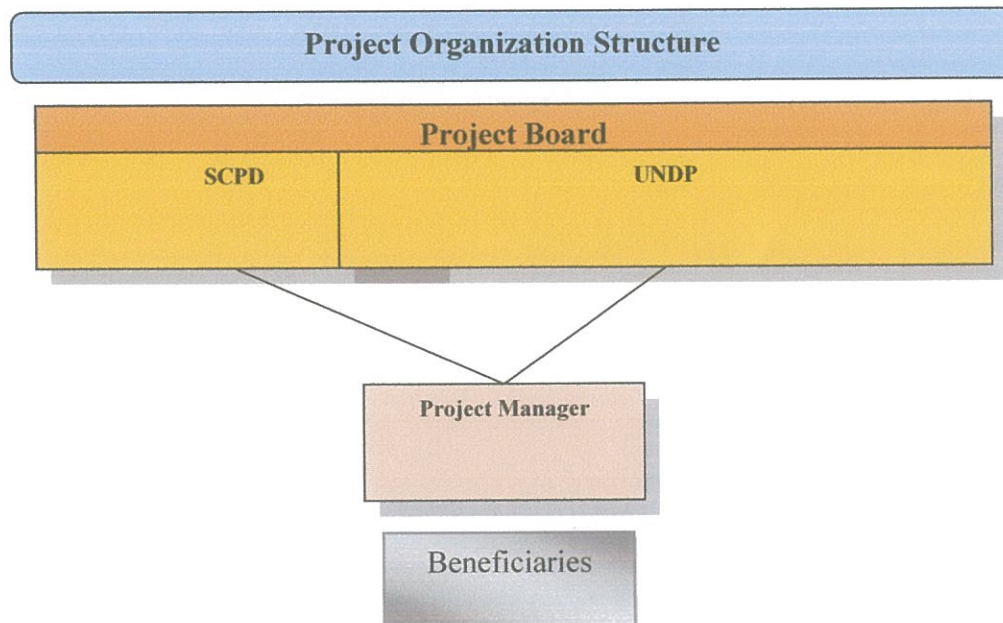
Year	Planned Budget
2010	\$385,000
2011	\$591,000
2012	\$467,000
2013	\$557,000
<b>Total Budget</b>	<b>\$2,000,000</b>



## Part 5. Management Arrangements

UNDP-known for its current mandate main thrust of Human Centred Development-recognizes that strong management, technical assistance and responsiveness to the field are essential elements necessary for the success of this Early Learning & Disability Challenges Programme, notably due to the various and diverse settings/programmes of implementation this programme requires as well as the different types of beneficiaries and stakeholders. **It is therefore extremely important that ongoing discussions regarding the progress implementation of this programme are maintained between the designated Programme Officer at UNDP country office Kuwait and the designated Project Manager who can provide ongoing technical advice and/or expertise vis-à-vis best management arrangements for the success of the project.**

It is therefore recommended that a Project Board be assigned the overseeing and supervision of the execution of this project. Such a Project Board needs to meet regularly (quarterly at least if not monthly) and should discuss points pertaining to the progress of the project and any arising challenges which need to be addressed. The following diagram explains the components of the Project Board:



## Part 6. Monitoring & Evaluation

Ongoing detailed and brief reports concerning the various achievements and/or sub-projects involved in this programme must be shared between the UNDP designated Programme Officer and the Programme's Project Manager. Such quarterly sharing of reports and assessments will ensure that updates and/or changes necessary in the management arrangements are being adapted swiftly to ensure smooth management of the programme. Reports submitted by consultants and experts working under this Programme must therefore be reviewed and evaluated periodically by the Project Manager who in turns updates the designated Programme Officer in charge at UNDP offices. It is also recommended that once these periodical reports are produced, they should be shared among various beneficiaries and stakeholders so as not to duplicate efforts amongst beneficiaries and to maintain a degree of transparency between the various beneficiaries. The added value of this would be, of course, to create a beneficial competition among various stakeholders who would find themselves eager to benefit from the various activities described within the project and try and imitate the successes achieved by other beneficiaries. Periodical meetings and consistent correspondence will be extremely important in maintaining such a level of synergy required to upgrade the quality and level of service required to make a difference in the lives of persons with disabilities.

In addition to the apparent advantages of the participatory approach recommended and described in Part 5 above vis-à-vis project implementation and management, such an approach should facilitate the process of Monitoring & Evaluation as it depends on regular meetings amongst various stakeholders as well as annual reviews and reports to be submitted by the Project Manager. It is recommended therefore that an annual Monitoring & Evaluation Report be drawn and shared amongst all participating stakeholders. An example of such a Monitoring & Evaluation Report/Feedback Form is attached in Annex 5. Such feedback forms should enable the expert providing the Annual Review to append Formative and Summative evaluations. The Components of the Evaluation Process should include the following major points:

- A. To what extent the Early Learning & Disability Challenges Programme is reaching appropriate targets?
- B. To what extent the delivery of services is consistent with the project designed specifications?
- C. To what extent the resources are being or have been expanded appropriately in the conduct of the project?

The programme will be subject to 4 Annual Reviews and a final Post Review following the completion of the programme (4 year programme). The Annual Reviews will provide needful and ongoing revisions so as to reflect cases of cost increases and/or in case of any unforeseen expense changes.



### **Part 7. Kuwait's Leading Role & Scope for Cross-fertilization and a wider regional/Arab impact**

It is believed that the time is better than ever before now for Kuwait to move forward and take the lead amongst Gulf and Arab States in the field of Early Learning & Disability Challenges and Learning Disabilities in particular. Kuwait is currently leading the Arab World when it comes to issues of Awareness and Advocacy and to some extent Assessment Tools. However, until now, there is not a single undergraduate or postgraduate academic programme of study on learning disabilities in Kuwait!. For Kuwait to maintain its current lead and progress on equally on other strands that are currently lacking, the following focus points are highlighted:

1. The development of an under/postgraduate programme of study dedicated to learning disabilities in Kuwait.
2. The development of a dedicated teacher training centre(s) that would provide in-service training for teachers in over 700 mainstream schools across Kuwait.
3. The development of nationally standardized tests in the area of general abilities, cognitive processing and diagnostic indicators in memory, attention, speed of processing, phonological and morphological processing as well as indicators of organizational, study and thinking skills.
4. The development of a Kuwaiti based Inclusion Quality Mark and the adoption of a "Whole School Approach" to provide help and support for individuals with learning disabilities as a novel and practical approach for whole school ethos on help and support for individuals with early learning challenges.

## Annexes

### Annex 1: Higher Council for Disabled Affairs Statistical Sheet (End of April 2009)

<i>Disability Type</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Physical impairment</b>	1097	562	1659	125	37	162	57	28	85
<b>Mental impairment</b>	1594	944	2538	201	113	314	68	46	114
<b>Visual impairment</b>	852	440	1292	98	33	131	51	22	73
<b>Hearing impairment</b>	908	792	1700	200	94	294	64	33	97
<b>Double impairment</b>	7157	4836	11993	945	518	1463	577	359	936
<b>Hereditary double impairment</b>	11	23	34	0	2	2	1	0	1
<b>Autism</b>	242	51	293	39	11	50	11	1	12
<b>Down Syndrome</b>	406	314	720	97	69	166	6	2	8
<b>Speech &amp; language disorders</b>	27	7	34	0	1	1	2	0	2
<b>Learning disabilities</b>	970	345	1315	46	23	69	53	22	75
<b>Behavioural disorders</b>	284	63	347	10	4	14	21	10	31
<b>Various syndromes</b>	16	15	31	0	0	0	0	0	0
<b>Health problems</b>	33	21	54	1	0	1	1	2	3
<b>Being assessed</b>	175	104	279	17	15	32	1135	749	1884
<b>Total</b>	13772	8517	22289	1779	920	2699	2047	1274	3321



## Annex 2: Organizations working in the field of disability in Kuwait

### **Government- based Programmes**

1. *Amiri Diwan*
  - Speech Disorders Centre, Office of Social Development.
  
2. *Ministry of Education & Higher Education*
  1. Al Amal Vocational School for Boys.
  2. Al Ataa Nursery.
  3. Mentally Retarded School for Boys.
  4. Mentally Retarded School for Girls
  5. Vocational Rehabilitation School for Girls.
  6. Al Ragaa School for Boys & Girls.
  7. Autism School.
  8. Al Noor School for Boys.
  9. Educational Workshops School for Girls & Boys.
  10. Al Wafaa School for Boys & Girls.
  
3. *Ministry of Health*
  1. Genetics Diseases Centre, Al Sabah Hospital.
  2. Developmental Paediatric Unit, Al Sabah Hospital.
  3. Health Awareness Department.
  4. Psychological Medicine Hospital.
  5. Salem Al Ali Centre for the Treatment of Speech and Hearing, Al Sabah Hospital.
  6. Al Fahd Centre for Physical Rehabilitation (Physical Medicine and Rehabilitation Hospital).
  
4. *Ministry of Social Affairs & Labour*
  1. Higher Council for Disabled Affairs
  2. The Early Intervention Centre.
  3. The Day Care Centres (Men, Women and Children).
  4. Medical Rehabilitation Centre.
  5. Vocational Rehabilitation Centres for the Disabled.
  6. Kuwait Deaf Club.
  7. Kuwait Disabled Sports Club.
  
5. *University of Kuwait*
  1. Faculty of Social Sciences.
  2. Faculty of Education.
  
6. *Public Authority for Applied Education & Training*
  1. Faculty of Basic Education.
  
7. *Kuwait Awqaf Public Foundation*
  1. Waqf Fund for the Disabled and individuals with Special Needs.

**CSOs- based Programmes**

1. Kuwait Society for the Handicapped.
2. Centre for Child Evaluation & Teaching.
3. Kuwait Dyslexia Association.
4. Kuwait Centre for Autism.
5. Kuwait Down Syndrome Society.
6. Al Bustan Nursery (Social and Cultural Women Society).
7. Kuwait Deaf Society.
8. Kuwait Blind Society.
9. Kharafi Kids Activity Centre.
10. Kuwait Society for the Advancement of Arab Children.
11. Kuwait Society for the Parents of the Disabled.
12. Kuwait Association for Learning Differences.
13. Kuwait Association for the Follow up of Issues of the Disabled.
14. Kuwait Association for Multiple Sclerosis.

**Private sector- based Programmes**

1. Fawziya Sultan International School.
2. Dasman Model School.
3. Ideal Education School for Slow Learners & Special Needs.
4. Kuwait English School (Green Unit).
5. Kuwait International English School.
6. Kuwait National English School.
7. Creative Children International School.
8. International American School.
9. Al Marefa School.
10. Al Sabah International School.
11. Hope School for Special Needs.
12. Kuwait American School.
13. Kuwait Private School.
14. Om Hani School.
15. Abu Halifah Ideal School.
16. The English School.
17. Conductive Rehabilitation Establishment.
18. Khalifah School.
19. Al Qabas Private School.
20. Al Nibras School.
21. Abu Hulaifa Ideal School.
22. Al Jaber Private School.
23. Al Fahaheel Ideal School.
24. Ideal Nursery.
25. Kids House Nursery.
26. Al Basma Nursery.
27. Universal American School.
28. Sultan International Academy.
29. Al Jaber School for Special Needs.
30. Fahaheel Ideal School.
31. Al Qabas School.



### Annex 3: Report on ELC Project achievements during 2nd CCF

The ELC Project has witnessed some impressive successes over the last 5 years and bear witness to the outstanding progress that can be achieved if Governmental organizations can adopt a participatory approach while working collaboratively with NGOs and CSOs. In the following brief report, I shall adopt a timeline approach (in chronological order) to highlight some examples of the outstanding achievements of the ELC Project.

#### 2002 / 2004

The ELC Project started with providing technical assistance for the Kuwait Dyslexia Association (KDA), a CSO dedicated to assisting individuals with dyslexia and their families overcome the many challenges posed by this specific learning disability. KDA requested technical assistance under the ELC Umbrella project to conduct a nation wide survey study of dyslexia in Kuwait in order to arrive at the scale of the problem. The Survey Study was completed in 24 months and is the only survey study conducted across the whole Arab World and which highlighted the alarming prevalence rate of dyslexia in Kuwait (6.3% of the number of students attending primary schools in Kuwait). So many other organizations in the Arab World have shown great interest in replicating such a survey study across their respective countries, but to date, no such studies exist apart from Kuwait. The result of the survey study was subsequently published and the UNDP experts who worked on this project submitted papers to international conferences about these results. (The Fourth International Conference of the Gulf Disability Society, Doha, Qatar, March 2003/ The Sixth International Conference of the British Dyslexia Association, University of Warwick, UK, March 2004/ The Fifth World Dyslexia Congress in August 2004 in Thessalonica, Greece).

#### 2004/2005

Following the success of the Survey study, the KDA started Arabizing a localized computer software for the early identification of at risk Kuwaiti Arabic speaking children: The Cognitive Profiling System, or CoPs for short. The software is the only one of its kind in the Arab World that is used to identify at risk individuals from the ages of 4 years till 8 years and 11 months, thus providing, for the first time, a localized valid and reliable computerized tool in Arabic to be used by kindergarten and early schools years in Kuwait. The project was a huge undertaking from the part of the KDA, and the ELC Project has been instrumental in providing technical expertise for execution and follow up at various stages of the project. In July 2007, the project was finally completed (after national standardization across Kuwait), and the tool will be available for use in schools across Kuwait from September 2007. Phases of the project were documented in published papers and articles in both Arabic & English as well as in the forms of presentations at international conferences such as: The First Egyptian Conference on Dyslexia, February 17<sup>th</sup>-19<sup>th</sup> 2005, Cairo, Egypt/ The Regional Conference on Learning Disabilities in Amman, Jordan in July 2005.

#### 2005/2006

The ELC Project witnessed a peak in its delivery and impact throughout that year. The following bullet points highlight the many achievements of the ELC Project during that year:

- A. Due to the impact of the rigorous awareness campaign initiated by the KDA and supported by the ELC Project which guaranteed technical assistance for the KDA

as a beneficiary, the Kuwaiti Minister of Education (Dr. Rasheed Hamad Al Hamad) issued a Ministerial Decree for the establishing of a Dyslexia Higher Committee to supervise Dyslexia related activities in mainstream schools in Kuwait. This was in August 2005 and the Committee included 7 members and was chaired by the Chairman of the Kuwait National Committee of the UNESCO at that time, Mr. Abdul Aziz Al Jar Allah.

1. From April 2005 till June 2006, the ELC Project helped beneficiaries in Kuwait to conduct 37 public lectures and talks, 4 National TV appearances, 2 Radio contributions "including one with the BBC World Service in Arabic" in additions to innumerable media and press interviews.
2. The first ever issue of a dedicated magazine for Dyslexia in Arabic was published in August 2005 with technical assistance from the ELC Project. Now, the same Magazine continues to be published in both English and Arabic and has reached its fifth edition.
3. The ELC Project provided technical assistance and capacity building for both the KDA and the Centre for Child Evaluation & Teaching (CCET) in order to conduct a strategic study and a restructuring plan which resulted in better services and accelerated performance in both CSOs.
4. In 2005, a paper was published in English by the UNDP expert working on the ELC Project entitled: "Dyslexia in Arabia: The Kuwait story", which clearly highlighted the role of the UNDP and the ELC Project in raising awareness, building capacity and improving the situation for dyslexia in Kuwait and the Gulf region<sup>11</sup>.
5. From April 2005 till June 2006, 5 General Training Courses on dyslexia and learning disabilities were delivered as part of the ELC project in addition to 2 Specific Training Courses and 5 Workshops. These were all given as part of the work of the experts working via funding from the ELC Project.
6. Work and research studies resulted from the ELC Project were presented at the following six international conferences around the world:
  - i. July 2005, 3<sup>rd</sup> International Multilingualism & Dyslexia Conference, Limasol, Cyprus.
  - ii. November 2005, 56th Annual Conference of the International Dyslexia Association, Denver, Colorado, USA.
  - iii. March 2006, 5th Dubai International Rehabilitation Forum, Dubai, United Arab Emirates.
  - iv. September 2006, 3rd International Conference on Spatial Cognition, Rome, Italy.
  - v. November 2006, 57th Annual Conference of the International Dyslexia Association's, Indianapolis, Indiana, USA.
  - vi. November 2006, International Conference on Learning Disabilities, Riyadh, Saudi Arabia.

2006/2007

The ELC Project moved from strength to strength during this period. Technical assistance for the Centre for Child Evaluation & Teaching was facilitated by the ELC Project which led to:

---

<sup>11</sup> Elbeheri, G. (2005) Dyslexia in Arabia: The Kuwait story. *Dyslexia Review*, Volume 17 Number 1. Dyslexia Institute: Staines, UK.



- i. Appointing a Testing Expert to facilitate the process of nationally standardizing Arabic-based abilities and cognitive tests in order to fill the existing gap Arabic assessment and evaluation tests.
- ii. Organizing the first ever Early Learning Challenges Workshop Series (4 Workshops in total) and building capacity amongst various beneficiaries within Kuwait. The media coverage of these Workshop Series, the impact it created and the satisfaction of the attendants all bear witness to their success.
- iii. The Workshop Series lasted for a whole month, were attended by more than 300 participants, and 6 international experts were invited to participate in it.
- iv. Providing technical assistance in the form of a Media Expert and a Scientific Content Editor expert who are working on producing a Toolkit for Teachers and a Toolkit for Parents of individuals with Learning Disabilities.
- v. Providing technical expertise for CCET to produce the first ever Documentary Film on Learning Disabilities in Arabic. The Documentary is near completion and is produced according to international standards with funding from the Kuwait Awqaf Public Foundation and technical assistance from the UNDP.
- vi. The ELC Project provided technical assistance to CCET in the form of an Inclusion Expert, and Awareness Expert and an Intervention Curriculum Development Expert, all of whom are currently working in assisting the CCET in boosting the services it offer for individuals with learning disabilities and their families in Kuwait.
- vii. Based on the success of the ELC Project, the MoE requested the Public Authority for Applied Education & Training to provide qualified teachers (650 teachers over the next 10 years), who specialize on learning disabilities to enable the MoE to better their services offered for individuals with learning disabilities in both private and mainstream government schools across Kuwait.
- viii. Various UNDP Experts working on the ELC Project provided feedback and assistance to the Public Authority for Applied Education & Training, Faculty of Basic Education who requested the feedback of the UNDP Experts on their proposed Programme of Study for introducing a dedicated programme on learning disabilities for student teachers at both kindergarten, primary and intermediary stage levels.

The above list of achievements is outstanding, notably the success of the vigorous awareness campaign. It is anticipated that over the next 5 years, the ELC Project can provide much needed continuity particularly in the field of Assessment, Intervention and Training.

**Annex 4: Terms of References for the ELC Project Manager**

1. Meet with the designated Programme Officer at UNDP offices and all other participating partners and beneficiaries from the ELC Programme to collect information vis-a-vis: (1) progress of the project, (2) identify existing challenges, (3) provide advice and expertise on how to solve such challenges as they emerge.
2. Receive all reports submitted by the ELC Programme consultants, evaluate them and compare achievements reported with terms of references identified.
3. Append reports about the efficacy of the work undertaken by the ELC Programme consultants and communicate these with the national beneficiary and the UNDP offices.
4. Prepare quarterly reports about the progress of the ELC Programme and submit the same to the SCPD & UNDP.
5. Prepare an annual report and an end of programme completion report which highlights achievements and challenges.
6. Provide ongoing expertise and advice for ELC Programme consultants, national beneficiaries and UNDP on how to problem solve any issues that slow down the pace and achievements of the ELC Programme.
7. Provide advice for the national beneficiaries on how to identify suitable consultants, how to recruit them and how to measure their performance.



**Annex 5: Experts Monitoring & Evaluation Report / Feedback Form**

**Feedback Form required from experts recruited through the Early Learning & Disability Challenges Project**

Your response to the following questions will provide valuable information to the UNDP and the MoP which will enable them to monitor and evaluate the implantation of the Early Learning Challenges Project. Your cooperation is highly appreciated.

**Expert Name:** .....

**Job Title:** .....

**Date of Employment:** .....

**Project Location (Beneficiary):** .....

**Please comment on the work environment and staff cooperation at the national counterpart with whom you work**

.....  
.....  
.....  
.....

**What are the facilitating factors that help achieve the objectives of your particular Terms of References?**

.....  
.....  
.....

**What are the deterring factors that impede the fulfilment of your Terms of References**

.....  
.....  
.....

**Please comment on any aspect you feel that would inform process of Monitoring & Evaluation either on the substantive or procedural aspects of your work.**

.....  
.....  
.....