

Special needs rights in the Egyptian Children's Theater

By

Nermeen Singer

Associate Professor of Media & Children's Culture, faculty of Graduate Childhood Studies,
Ain Shams University, Cairo – Egypt
Email: nermin.singer@chi.asu.edu.eg

Amr Nahla

Associate Professor of Media & Children's Culture, faculty of Graduate Childhood Studies,
Ain Shams University, Cairo – Egypt
Email: amr.nahla@chi.asu.edu.eg

Sameh Awadallah Al Sayed

Associate Professor of Media & Children's Culture, faculty of Graduate Childhood Studies,
Ain Shams University, Cairo – Egypt
Email: dr.samehawadalla@chi.asu.edu.eg

Abstract

The study aimed to identify the rights of people with special needs in the Egyptian children's theater, and the study belongs to the descriptive survey studies. The study used the descriptive analysis method for the selected theatrical texts during the time period from 2015 to 2019, and one of the most important results was that the rights of people with special needs came from the lips of their owners. In an understandable language, they expressed their issues, aspirations, dreams, and concerns. There were many images of people with special needs in the texts of the Child Theater, which included most visual, auditory, verbal, physical, and mental disabilities. Theatrical texts also presented ways and methods of dealing with people with different disabilities; besides that, Theatrical texts included the research sample and the rights of people with special needs. These several moral values embodied the suffering of this group, such as compassion, sympathy, love for others, responding to abuse with charity, humility, conviction, and compassion. The recipient child can acquire these values through interacting with the play with criticism. Furthermore, the analysis also came from the dramatic conflict in the theatrical texts. The research sample was a conflict in an external magazine that took place between people with special needs and the society that is still failing to implement the rights that the constitution and the law guarantee them, in addition to the fact that the texts of the children's theater included the research sample on many rights for people with special needs, especially those approved by Law No. 10 of 2018 and its amendments by Law 2020, which confirms the drama writer's awareness of the importance of these rights and the importance of monitoring and addressing them in theatrical texts to bring them closer to the audience. This is the first stage of integrating people with special needs into society.

Keywords: Egyptian children's theater, special needs, disabilities, NGOs, rights.

Introduction

The Egyptian state has paid great attention to persons with disabilities recently. Since the issuance of the 2014 constitution, articles and laws related to some of the groups most in need of care who are considered part of the same fabric of the people have been activated to

ensure equality and non-discrimination between citizens in terms of rights and duties, and the constitution includes the axis of disability. As one of the areas of non-discrimination, in addition to the establishment of the National Council for the Affairs of People with Disabilities, and the presence of representatives of people with disabilities in the Egyptian House of Representatives, as Law No. (10) of 2018 embodied all the requirements of Article (4) of the United Nations Convention on the Rights of Persons with Disabilities (CRPD 2006), which includes all legislative, administrative, and procedural aspects to enforce the rights of people with civil, political, economic, social and cultural needs. The state works through governmental and non-governmental agencies to commit to providing a package of integrated services for people with disabilities, including several public services and benefits in the sectors of health, education, rehabilitation, work, transportation, and others, In addition to declaring 2018 the year of caring for and empowering the disabled and their entitlement to all rights and duties without the slightest Discrimination on the grounds of disability, providing them with decent care, and integrating them into society to participate in their abilities in the construction and development process to complement the state's interest in people with special skills, respect their rights, and provide them with the opportunity to carry out the duties of participation in their societies (Helmy, 2021).

The rights of people with special needs seek to find ways to respect the difference between human beings and create conditions that allow meaningful participation by all persons, including persons with special needs. To change attitudes and behaviors that lead to stigmatization and marginalization of persons with disabilities and to develop policies, laws, and programs that remove barriers and ensure that persons with disabilities exercise their civil, cultural, economic, political, and social rights (Schnellert et al.,2021).

Children's theater represents one of the primary art forms within the arts and culture movement that can be used to support the rights of people with special needs. Through it, the idea of limiting theatrical performances to those who are not disabled or able only to enter the focus of creativity and create dramatic forms and performances that accommodate people with special needs can be challenged by a theatrical performance. (Shain,2020).

The child's theater is characterized by its ability to improve society's perception of people with special needs, and the capacity theory indicates that society generally focuses on what people with special needs cannot do, and the theory goes on to clarify that participation is the key to the challenge in the face of disempowerment of people with special needs. In addition to providing an expanded vision on the extent of the theater's ability, especially children's theater, to positively impact society by providing an opportunity for these people to show their hidden abilities and active participation in society (Marti,2020).

On the other hand, children's theater is characterized by the ability to show more positive potentials, capabilities, and identities for people with special needs. Support for the rights of people with special needs goes beyond mere education and official procedures to seek to participate in concrete experiences through which rights are efficiently expressed. Children's theater represents one of these means to support the rights of people with special needs, given the theater's ability to embody social phenomena.

Literature Review

The researchers will deal with the previous studies in descending order, from newest to oldest:

A study by Austin (2021) analyzed the role of children's theater in Australia in supporting the rights and empowerment of people with special needs. The study used a descriptive approach with a qualitative design. The study sample consisted of 24 children's theater specialists who were chosen on purpose. Among those responsible for organizing children's theater performances and festivals at the Ministry of Culture in Australia, the data collection tools were: a survey of the role of children's theater in supporting the rights and empowerment of people with special needs, semi-structural interviews with the participants, and the study reached the following results: - The sample members indicated To the positive role of the Australian Children's Theater in supporting the rights and empowerment of people with special needs, where they pointed out the division of rights and empowerment in the Children's Theater into rights and empowerment at the personal and professional level, rights and empowerment at the community level, the need to pay attention to theatrical performances and allocate resources Finance to develop and produce plays to support rights and empower people with special needs.

A study by Marti (2020) entitled "The Rights of People with Special Needs in Children's Theater: A Study of Performances on Stage and Influence on the Audience." The study aimed to identify the role played by children's theater performances in supporting the rights of people with special needs in the light of the "social model of disability" and its impact on the theater audience. The theatrical director, 10 authors, and 12 actors) were deliberately selected from the participants in theatrical performances that embody issues for people with special needs. Social aspects of disability and addressing issues of discrimination against people with disabilities and modifying the society's view of people with special needs as people who can coexist and integrate into society. The audience interacted with the shows and increased the demand for watching them.

A study by Shain (2020) examined the role of children's theater in addressing the rights and empowerment of people with special needs through the analysis of a single-character play, and the study used a qualitative case study approach, and the study used a single-character play presented to a child's theater in California, showing manifestations of Ignoring people with special needs in society and offering solutions to this problem, the essential data collection tool was the content analysis form for the play, and the study reached the following results: - The play formed the study sample as a model for the use of child theater in the field of supporting the rights of people with special needs by challenging the prevailing frameworks Which prevents the participation of people with special needs in the aspects of society (social, political and economic), - the prevailing patterns of support in the play for the rights of people with special needs are in theatrical text and dialogue, the representative performance of the character expressing people with special needs, Theatrical directing of the work: the perspective of the social model of disability and the rights of people with special needs.

A study by Kochensparger (2020) compared the reality of addressing the rights of people with special needs in children's theater in both the United States and Britain, and the study used the descriptive analytical approach of a group of research literature in the field of child theater and supporting the rights of people with special needs. The study sample consisted of 43 research and articles published in 4 electronic scientific journals based on The following: Addressing the use of children's theater in Britain and the United States for the rights of people with special needs, Publishing during the period from 2014-2020, and the data collection tools were a form for content analysis, and the study reached the that there are 28 studies covering the role of children's theater In support of the rights of people with special needs in the United States and 15 studies in Britain, the analyzes showed that the American child theater dominated by companies and private institutions is exposed to the rights of people with special needs from the perspective of the "social model of disability" and the "medical model of disability" in the

following aspects: Academic and educational rights, Societal rights to health care and employment, Rights to political participation.(Singer,2019)

A study by Nelson (2020) explored the mechanisms of presenting and addressing the rights of people with special needs on the children's theater in the United States, and the study used the descriptive approach with a qualitative design, and the study sample consisted of 19 specialists in the field of children's theater in the state of Missouri, USA, who were recruited to participate Through an electronic opinion poll after determining the sample, and the tools used in collecting data were: electronic opinion poll, semi-structural interviews with a sample of participants, and the study reached the following results: - Employment of child theater for many people with special needs at the levels of representation, design and artistic direction as Part of recognizing the rights of people with special needs, - the study showed the role that children's theater plays in supporting the rights of people with special needs by combating discrimination and supporting concepts of social change and trying to change the standards and restrictions that society places in front of people with special needs exercising their rights.

A study by Mohamed (2018) aimed to identify the concept of children's rights in Samir Abdel-Baqi's theater. A honeycomb without laziness dreams of watering, a very eloquent chick, seven in the cage or do a favor, monkey, the gray planet). The child (such as the right to education, the right to play and entertainment, the right to health and food, the right to protection, the right to choose an appropriate name, the right to freedom) - the right to education occupied a special place in the theater of "Samir Abdel-Baqi," where its echoes resounded in all of his theatrical texts, but in the one play itself, also the right to play and entertainment because of its importance and positive impact on the child.

A study by Al-Askhar (2016) indicated how some plays of School Theater deal with some of the child's rights, and the researchers resorted to using the descriptive analytical method of the selected theatrical texts. The most important results were: - The right of the child to live with dignity and human dignity, as in the play "The Pride of a People", - The right of the child to enjoy his childhood, to play, and the right to learn and go to school, as in the play "The Joy of the Girl of the Country," through a presentation of the phenomena The danger of early marriage on children, and dropping out of education, - The right of the child to enjoy a decent life with his family and to live in an appropriate economic level, as in the play "Sah al-Nom," by maintaining a balance within the family and society "family planning."

A study by Awad (2014) clarified the role played by NGOs in activating the protection of the rights of the disabled. In the community, whether they are those who provide this category with various services or the managers of NGOs interested in these children, the most important results: - The majority of the sample members (75.4%) know that they have rights within their community just like any other individual, and at the forefront of these rights came the right to play because they are all children who exert their energies in this right, as it came in a percentage of (40.6%), and in the second place came the right to education and the right to equality with a percentage of (12.5%), and in other ranks came the right to medical care for free as much as possible and the provision of unique means of transportation for them and the attention and appreciation of others.

Methodology

Research problem

People with special needs face widespread violations of their rights, including isolation, discrimination, poor health services, education, and job opportunities. Hence, children's theater
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plays a pivotal role in supporting the rights of people with special needs that cover all aspects of life, such as respect for disability and its privacy, education, work, health, participation in political and public life, and participation. In addition, in cultural life, recreation, and leisure, the right to life, the right not to be abused, and the right to equal protection, their behavior with the behavior of the other (people with special needs) together. (Singer et al., 2019), (Zhang et al., 2022).

People with special needs were not immune to the aspects of art and theater; if speaking and silent theater could be employed in institutes, schools, programs of hope for the deaf and hard of hearing, and public and private theaters to serve this category, as the fundamental rights of people with special needs are their right to express their inner potential through imagination and response to ordinary people. Moreover, interacting with them, these rights have remained unknown and overlooked for a long time. Through the children's theater, awareness can be made of the importance of this group obtaining their rights that meet their needs, stimulate their imaginative abilities, and provoke physical effort in order to increase the capabilities of children from these groups. Through the above, the problem of the study can be identified in the question Main: What are the rights of people with special needs in the texts of the Egyptian Child Theater? (Singer & El-Sayed Mahmoud, 2020)

Research Importance

The importance of the research is as follows:

- The researchers are aware of the role of the child's theater and its ability to influence children, introduce them to their various rights, and reinforce those rights for them, to build a personality capable of giving in the society in which he lives.
- In recent years, global and local interest has increased in the issue of children's rights and people with special needs in particular, which are of no value if not dedicated and harnessed to its service.
- Despite its importance, there are shortcomings in academic studies and research on the rights of people with special needs in children's theater.
- Not all of the rights are acquired, but some are acquired and learned through the institutions concerned with this, including the children's theater.
- The rights of children with disabilities are one of the critical issues that have imposed themselves strongly during the recent period. The child in the stages of his life needs someone to help him correctly understand his rights and duties, which will have a return after that in his actions and behaviors.
- The rights of people with special needs are old and have been over them for a long period. Therefore, something new has been added to these rights, and for this, it is necessary to shed light on them and study them. From this point of view, the research may be helpful.
- The study can contribute to shedding light on the importance of promoting the rights of people with special needs, which prompts some child theater writers to emphasize their rights and focus on them in their theatrical works.

Research method:

The study belongs to the descriptive survey studies that aim to identify how the Egyptian Child Theater deals with the rights of children with special needs. Therefore, the researchers used the descriptive analysis method for the selected theatrical texts.

Research sample:

The analytical research sample includes some samples of the Egyptian children's theater texts, which were deliberately chosen from 2015 AD to 2019 AD, produced by the

artistic house of the theater. That specific period or re-presented in the same period amounted to five plays mentioned in table (1).

Table (1) *characterization of the analysis sample*

Play Name	Written by
Rabbit, scorpion, and elephant.	Nabil Khalaf.
Rose and Jasmine.	Ayman Nimr.
Arab girl.	Yasmine Farag.
White Heart.	Ayman Nimr.
Also, Zaghoul.	Ahmed Zaham.

Study Limits:

Objective limits: The objective dimension of the study is determined in the study of the rights of people with special needs in the Egyptian Child Theater.

Time limits: It is represented in studying a sample of children's theater texts presented at Shams Theater from 2015-2019.

Study terms:

Persons with special needs: It is meant by the researchers procedurally

Children who suffer from diseases and injuries that limit their mental, physical and psychological capabilities, which affect their lives entirely, need special care that matches their requirements and needs. This category is called people with special needs.

Children's Theater: It means the researchers procedurally

It is a unique art form, a drama written for the child, embodied by performers on the stage, carries in its content many rights that the child should enjoy, and aims to enlighten children and society about their rights.

Rights of people with special needs: it means the researchers procedurally

A set of human rights principles for people with special needs in various economic, social, and cultural fields, such as the right to education, work, access to a good standard of living, and attaining the highest levels of care. It is a set of rights included in the plays directed at them.

Research hypothesis

- What is the concept of the rights of children with special needs?
- What are the rights of people with special needs in international conventions?
- What are the rights of people with special needs in Egyptian law and constitution?
- What are the most prominent rights of people with special needs addressed in the plays of the study sample?

Study framework

Definition of Child Theatre, its characteristics, and its importance:

Child theater concept:

Shain (2020) defined it as "a type of art consisting of a pre-prepared theatrical artistic performance by a group of actors in front of an audience of children."

Etherton (2020) defined it as "a type of child-oriented theater that relies on the use of drama, dance, imitation, or a combination of these activities to express an idea, message or knowledge to a group of an audience."

Bedard (2009) defined Child Theater as “a formal theatrical experience through which plays are presented to an audience of children.”

(Zeitlin, 2020) defined child theater as “one of the performing arts that include the participation of children as actors or audience or both, where performances are built and performed for children either by children themselves or by senior professionals in the art of theater or a combination of both.”

Characteristics of the children's theater:

All agreed (Klein & Schonmann, 2009), (Scollen, 2009), (Hansen, 2014) that the characteristics of children's theater are:

- Focus on children's perspectives and thinking around the world.
- Arouse the imagination of the children's audience and take them on wonderful adventures and different entertainment situations.
- Dependence on involving children intellectually and emotionally.
- The appropriateness of the theatrical story to the age of the audience of children and adolescents.
- Focusing on the visual stimulation of the child through the elements of decor, clothing, and lighting.
- Dependence on imagination and humor.
- A means of entertainment and self-expression.
- A way to develop imagination and artistic awareness.
- A way to increase social and mental awareness.
- A means of increasing knowledge, respect, and order.
- A way to develop organized thinking and organization.
- A means of social and moral training.

The importance of children's theater:

(Anderson, Silverberg, & Michol, 2017), (Farrow, 2018) agreed that the importance of children's theater is:

- Bring a feeling of happiness and fun.
- Children's theater represents a means of liberation and acquiring positive, kinetic cultural values.
- Child theater is a part of real life and facing daily life issues and problems.
- Children's theater provides its audience of children and adolescents with creative problem-solving and decision-making capabilities.
- Children's theater plays a positive role in verbal and non-verbal communication.
- Child theater can improve the psychological adjustment processes of children and adolescents.
- Children's theater develops empathy and new visions.
- Children's theater is a basis for building cooperation and developing social skills.
- Participation in children's theater increases focus and understanding.
- Children's theater helps to confront moral issues and develop values and principles.
- Child theater contributes to enhancing the aesthetic sense.
- Children's theater provides a strong educational basis in various fields.

The role of children's theater in supporting the rights of people with special needs:

Children's theater represents one of the main ways to support the rights of people with special needs, and children's theater represents one of the theatrical images that depend on the use of theatrical performance in embodying different issues for a certain group of audience and is mostly children, and Anderson (2019) suggested that children's theater usually consists of three stages: rehearsals, general performance, and post-theatrical treatments. These three stages can be used to improve social skills, build positive bonds, encourage compassion to flower people with special needs and their problems, and then provide a basis for defending their rights (Anderson, 2019).

Children's theater has proven efficient in supporting the rights of people with special needs, especially those with intellectual and physical disabilities, chronic diseases, and people at risk. Specifically, the clear role of children's theater in empowering people with special needs has emerged by bringing about positive changes in self-esteem and self-confidence, increasing community participation, and communicating their voices and issues to the outside community in an acceptable manner. (Bleeker et al., 2019)

People with disabilities can participate in theater performances and use them as a way to express themselves and share their perspectives on the world. McKelvey (2019) suggests that theater helps people with special needs discover their talents, obtain their rights, change misconceptions about disability, and provide a platform for others to know aspects of "ability" that are not visible in disability. Thus providing a lot of entertainment and education about many vital aspects of the human experience for people with special needs. (McAskill & Roth, 2019).

Chandler et al. (2018) Showed that Children's theater performances could contribute to supporting the rights of people with special needs through :

- Improving knowledge about the rights of people with special needs, especially their constitutional and societal rights.
- Enable the public to develop a critical understanding of the living conditions surrounding people with special needs and the importance of ensuring their rights.
- Contribute to clarifying the values related to the rights of people with special needs, such as justice and equality.
- Changing the attitudes of the public and society to flower people with special needs.
- Strengthening orientations of solidarity with people with special needs and their issues.
- Patterns of displaying the rights of people with special needs on the children's stage:

Hilton (2018) has identified the following styles of displaying disability rights issues in children's theater:

- Embodying the personal experiences of people with special needs.
- Breaking the isolation of people with special needs through the possibility of participating in children's theater performances.
- Raise the problems of people with special needs obtaining their rights in a safe environment.
- Children's theater represents an important tool for education and awareness about the issues of people with special needs.

Strategies to address issues of the rights of people with special needs on the children's stage:

The strategies used to address the issues of the rights of people with special needs can be identified through the Child Theater as follows:

Role-play:

Role-playing is used for multiple purposes in children's theater, and role-playing in the field of theater is a way for participants to learn skills such as effective communication, self-awareness, and cooperation. Additionally, through role-playing, issues related to people with disabilities can be addressed while maintaining a balanced distance from those issues. (Kochensparger,2019)

Hunt, Watermeyer, and le Roux (2019) found the possibility of using role-playing in the children's theater as a strategy to focus on self-defense (human rights) and assertiveness by increasing the capacity of people with special needs and enabling them to express and express their desires, needs, and rights, and to identify and follow up on the support provided to them.

Movement:

Movement on the stage is an artistic performance that consists of purposefully selected kinetic sequences and has aesthetic and symbolic value. The artistic dance performances presented on the child's stage are among the colors of movement that can be employed in the field of supporting people with special needs. Lewis (2019) explains that the movement represents one of the theatrical strategies to empower people, especially those with special needs. Thus, it is very important to apply movement techniques as a means of artistic expression in children's theater in the field of rights and empowerment, where all aspects of human experiences are reflected in a lively and dynamic form (Lewis., 2019).

Communication and Group Work:

Children's theater supports communication and dialogue based on mutual respect and learning how to speak in front of a large group of people (audience). Participation in a child's theater requires teamwork and communication skills. (Knight,2020)

Improvisation:

Improvisation in theater in general and children's theater, in particular, is one of the effective strategies in encouraging participation and empowerment for people with special needs. Improvisation depends on performance outside the theatrical script or what is planned to be performed on the stage, where actors perform with a kind of spontaneity. (Chivandikwa et al. 2019).

Mimetics:

In the children's theater, this strategy can be used to support the rights of people with special needs, as it includes the physical movements of the performer and the interaction of the audience with them, which leads to supporting the concept of coexistence and the need of each party for the other (including the need of society for people with special needs). (Soldatic et al.,2019)

Success factors for supporting the rights of people with special needs through children's theater:

The success of embodying the rights of people with disabilities in children's theater is related to more than just developing plays and performances that depict characters with physical and other disabilities in a more realistic way. Macdonald, Dew, and Boydell (2019) described the success factors of children's theater in supporting the rights of people with special needs as follows (Macdonald et al., 2019):

- Levels of public awareness of people with special needs and the impact of theatrical performances on supporting people with special needs.

- The degree of efficiency of the theatrical text in presenting main ideas about the public life of people with special needs, where the effect of theatrical performance on supporting the rights of people with special needs is more substantial when the content of the plays approaches the experiences of people with special needs.
- The degree of treatment of the relationships between the theatrical characters with each other and with their roles during the rehearsals period.

Obstacles to presenting the rights of people with special needs on the children's stage

It is the right of all persons with disabilities to integrate into their communities and participate in cultural, artistic, and recreational activities, and Rostami (2018) identified the following obstacles to presenting issues related to the rights of persons with disabilities in children's theater, which are (Rostami,2018):

- Lack of theatrical performances that focus on issues of people with special needs.
- The absence of financial support for producing children's plays with content related to issues of people with special needs.
- The absence of realism and objectivity in the embodiment of disability cases on the children's stage.
- Changing the perception and nature of the discourse on disability in children's theater.
- Obstacles related to theatrical productions related to people with special needs.
- Training people with special needs when participating in theatrical performances (acting, directing, designing, etc.).

Suggestions for developing theatrical performances on the rights of people with special needs in the children's theater:

Children's theater, like other types of theater, is based on the concept of "embodying abilities." When people with special needs participate successfully in child theater performances, they feel empowered by gaining the ability to understand the theme of the performance, remember the role on the stage, perform movements, understand social norms and work on the stage for long hours. (Nelson,2020).

Marti (2018) identified the following development proposals for children's theater to keep pace with supporting the rights of people with special needs:

- The use of technology in theatrical performances in the fields of decoration, lighting, and display methods.
- Using puppets to embody issues related to disability that are difficult for real-life personalities to embody.
- Provide the necessary funds and resources to support the children's theater performances.
- Presenting distinguished presentations that accommodate the issues of the rights of people with special needs.
- Support and encourage distinguished theatrical works that deal with topics related to people with special needs.

People with special needs

People with special needs concepts and types:

Concept of special needs:

(Le Roux, 2018) defined people with special needs as "people who need special assistance or care," and (Cooc, 2019) defined people with special needs as "people who suffer

from one or more problems that make them different from the traditional standards of ordinary people.”

Palikara, Castro, Gaona, & Eirinaki (2019) defined them as “the group of people who suffer from developmental problems that cause difficulty in learning and functioning properly in society as normal persons of the same age.”

(Cooc, 2019) defined them as “people who face mental, emotional, or physical problems that limit their ability to communicate, move, take care of themselves, or make decisions.”

Types of disabilities:

First: Mental disability: It refers to a deficiency in the degree of intelligence of the individual, and it is often inherited, which leads to a halt in the growth of his brain cells. It may refer to the incomplete development of the nervous system, which leads to the monkey’s inability to adapt to himself and the environment around him. Mental disability is described as a state of deficiency, retardation, cessation, or incomplete mental development, with which an individual is born or occurs at an early age as a result of genetic, pathological, or environmental factors that affect the individual’s nervous system, leading to a lack of intelligence. Its effects are evident in the weak level of individual performance in the areas related to maturity and learning and psychological, social, and professional adjustment so that the level of performance deviates from the average within the limits of two negative standard deviations. (Zhran,1999)

Second: Hearing disability: It refers to a deviation in hearing that limits the ability to communicate verbally and audibly, and the severity of the hearing disability is a result of the severity of the hearing impairment and its interaction with other factors such as age at hearing loss, age at detection and treatment of hearing loss and the length of time it took. The occurrence of hearing loss and the type of humiliating disorder that led to hearing loss and the effectiveness of sound amplification tools, rehabilitative services provided, family factors, and compensatory or adaptive capabilities. (ElKhatib & Elhadidy, 2005)

Third: Visual disability: It is a condition in which the individual loses the ability to use the sense of sight effectively, negatively affecting his performance and growth. Visual disability also refers to a state of disability or weakness in the visual system, impeding or changing the growth patterns of the human being. Visually disabled children are the ones who need To special education because of their visual problems, which calls for special modifications to teaching methods and curricula so that they can succeed educationally. (Elsakran,2010)

Fourth: Physical disability: It refers to a disability or deficiency that affects the individual's ability to move, or move, or affects his ability to coordinate body movements, or to communicate with others, whether in spoken or written language, or the inability to teach, or personal compatibility. (Elsakran,2010)

Fifth: Multiple Disabilities: It is a person who combines more than one disability at the same time, bearing in mind that the hearing disability includes (difficulties in speaking in general, next to the hearing disability and hearing impairment).

Sixth: Double disability: the presence of two disabilities per person (Abouregila, 2013).

Rights of people with special needs:

Kochensparger (2020) defines the rights of people with special needs as “a set of principles, laws, and values associated with people with special needs to empower them, integrate them, and eliminate social injustice to which they may be exposed.”

Nettleton (2019) defined it as “the set of rights that must be granted to persons with disabilities that cover all aspects of life such as housing, family, education, work, health, participation in political and public life, participation in personal life, the right to life, equality and the right to protection under the law.”

Hammouni, Poldma, Kehayia, et al. (2021) mentioned that the concept of the rights of people with special needs is based on four main foundations: Self-knowledge, Knowing the rights, contact, and driving.

Rights of people with special needs in international conventions:

Contemporary international and regional conventions and agreements established the right of the disabled child to life and liberty in the Universal Declaration of Human Rights of 1948, the third article of which stipulated that “everyone has the right to life, liberty and the safety of his person” (universal declaration of human-right, 1948).

The Declaration of the Rights of the Child, issued in 1959, in its fifth principle, affirmed the right of a disabled child to treatment, education, and care. It was stated in it: “Special treatment, education, and care required by the condition of a disabled child due to one of the impairments must be provided.” According to this principle, the affected child has the right with a physical, mental or social handicap that obtain special care, the necessary treatment, and the appropriate education that is appropriate to his health, mental, psychological, or social conditions and condition. (Eatiqa, 1995)

The European Social Charter issued in 1961, amended in 1996, entered into force on January 7, 1999, recognized the right of persons with disabilities to independence, social integration and participation in life, with the aim of ensuring the effective exercise of the right to independence, social integration and participation in the life of society for persons with disabilities - regardless of their age, nature and cause of their disability - The Parties undertake, in particular: to take the necessary measures to provide guidance, education and vocational training to persons with disabilities within the framework of public plans - when possible - or through specialized public or private bodies - when this is not possible, to encourage their accession to the normal work environment, and to regulate working conditions in accordance with the needs of the disabled or - when this is not possible due to the disability - by arranging or finding a special job according to the level of disability, and in certain cases - such measures may require resorting to specialized employment and support services, encouraging their full social integration, and their participation in the life of community, especially through actions - including technical assistance, with the aim of overcoming barriers to communication and mobility, and to enable them to easily Use of transportation, housing, cultural and leisure activities. (European Social Charter, 1961)

Article (13) of the International Convention on Economic, Social and Cultural Rights issued in 1966 confirms that in the case of a disabled child, he must actually have the possibility of education in public schools, and when this is not available, he must provide special education for the disabled child. Article (15) of the same convention guarantees “the right of everyone to take part in cultural life, and this right is violated, for example, when it is not possible to enter

the facilities in which cultural activities take place, and when there are no alternative places that allow the disabled to participate.” (United Nations human rights,1966)

The 1969 Universal Declaration on Progress and Social Development: The 1969 Universal Declaration on Progress and Social Development called on states and governments to adopt appropriate measures for the rehabilitation of persons with disabilities in order to enable them to participate in the production and development process in their societies according to their capabilities.

International conventions have established the right of the disabled child to integrate with his family and with the natural members of society; this was stated in the Declaration on the Rights of the Mentally Retarded issued in 1971 AD and Article: “The mentally disabled has the right to enjoy economic security and an adequate standard of living. With the right to productive work and any other useful occupation, the mentally disabled should, wherever possible, reside with his or her own family or with an alternative family and participate in various forms of community life. The family with which he resides should receive assistance. The necessity of placing him in an institution, the environment of this institution, and the conditions of life in it should be as close as possible to the environment and conditions of normal life.” (United Nations human rights,1971).

The United Nations General Assembly approved the right of the disabled child to sports rehabilitation in the Universal Declaration on the Rights of the Disabled issued in 1975 AD, which stressed the importance of social and developmental progress, which includes protecting the rights of the physically, emotionally, and mentally disabled, caring for them, rehabilitating them to develop their abilities, re-adapting them and the necessity of medically rehabilitating the disabled. Therapeutic, cultural, and sports, instructing them, employing them, and developing their abilities, with the need to integrate them into society so that they can practice their everyday lives. (United Nations General Assembly,1995)

The International Covenant on Civil and Political Rights, issued by the General Assembly of the United Nations in 1976, stated in Article 49 that “the right to life is inherent in every human being, and the law must protect this right, and no one may be arbitrarily deprived of his life.” (Alquda,2002)

The Charter of the International Rehabilitation Conference held in 1980 confirmed the right of a disabled child to educational opportunities for normal children. Article (4) of the Charter stipulated: “Children with disabilities must have the right to access educational opportunities available to all other children in their country within the regular educational systems, and this For some children with disabilities, this may require a tangible adjustment in the educational program and the establishment of some necessary support services. Society is responsible for ensuring that its educational systems provide comprehensive education for children with disabilities like other children, as for children who have not yet enrolled in any schools. It is necessary to assign itinerant teachers (or female teachers) to help them achieve the maximum level of education they can reach.”

Article (42) of the conference’s charter also stated that “the educational policies of all countries should provide for the education of children and adults with disabilities.” (International Rehabilitation Conference.1980)

International Labor Convention No. 159 of 1983 (Vocational Rehabilitation and Employment), (Disabled Persons), ratified by Egypt in 2004.

The Charter of the Rights of the Arab Child, issued in 1983, did not lack a reference to the right of the disabled child to social integration. The sixth objective of the charter stipulated “establishing a system of care and special education for disabled children, to ensure that disabled children integrate into the normal and productive life of their society and highlight their talents.” (Zidan,2004)

1989 Convention on the Rights of the Child: The 1989 Convention on the Rights of the Child deals with the rights of persons with disabilities within its articles. Article 23 stipulates that states parties must recognize that a mentally or physically disabled child should enjoy a full and dignified life in conditions that guarantee his dignity, promote self-reliance and facilitate his effective participation. in society” (Marzouq,2010).

The African Charter on the Rights and Welfare of the Child 1990 states in Article 13 of it: “Every mentally or physically disabled child shall have the right to special measures of protection, appropriate to his physical and moral needs, under conditions that guarantee his dignity and encourage self-reliance and active participation in society.” The states parties to this charter shall use their available resources to gradually achieve full accommodation for the mentally and physically disabled person to move and enter public places and other places that persons with disabilities may legally enter. (African Charter on the Rights of the Child and Child Welfare, 1990).

The Convention on the Rights of Persons with Disabilities (CRPD) was issued in 2006: It is the first comprehensive human rights agreement in the twenty-first century and a decisive global human rights event in dedicating the system of rights and freedoms. This convention did not come out anywhere but was preceded by three declarations, international conferences, and conventions that sought to find a practical translation in the reality of the Universal Declaration of Human Rights. The necessity for all persons with disabilities of all kinds to enjoy all human rights and fundamental freedoms was ratified by Egypt in 2007 (United Nations Department of Economic and Social Affairs,2012).

Special needs Initiatives and legislation in Egypt

Law No. 12 of 1996 promulgating the Child Law, as amended by Law No. 126 of 2008 (National Council for Childhood and Motherhood, 2008):

- Care and Rehabilitation of a Disabled Child Article (76): A disabled child has the right to enjoy special social, health, and psychological care that develops his self-reliance and facilitates his integration and participation in society.
- Article (76) bis: A disabled child has the right to education, training, and vocational rehabilitation in the same schools, institutes, and training centers available for non-disabled children, except for exceptional cases resulting from the nature and degree of disability.
- In these exceptional cases, the state is obligated to provide education and training in private classes, schools, institutions, or training centers, as the case may be, that fulfill the following conditions:
- To be linked to the formal education system and to the system of vocational training and rehabilitation for non-disabled people.
- It should be suitable for the needs of the disabled child and close to his place of residence.
- To provide education or complete rehabilitation for all disabled children, regardless of their age and degree of disability.

- Article (77): A disabled child has the right to rehabilitation, and rehabilitation is intended to provide the social, psychological, medical, educational, and professional services that are required to be provided to the disabled child and his family to enable him to overcome the effects arising from his disability.

The rights of people with special needs in the 2014 Egyptian constitution:

In a remarkable development in the Egyptian constitutions, the Egyptian constitution issued in 2014 affirmed and included all rights and duties to lower persons with disabilities and included eight articles that included persons with disabilities, namely articles (53, 55, 80, 81, 180, 244) which emphasize the achievement of More special protection for persons with disabilities by the state, as follows:

Article 53: "Citizens are equal before the law, and they are equal in rights, freedoms and public duties, without discrimination between them on the grounds of religion, creed, sex, origin, race, color, language, disability, or social level, political or geographical affiliation, or for any other reason. Discrimination and incitement to hatred are crimes punishable by law. The state is obligated to take the necessary measures to eliminate all forms of discrimination, and the law regulates the establishment of an independent commission for this purpose."

Article 55: "Anyone who is arrested, imprisoned, or has his freedom restricted must be treated in a manner that preserves his dignity. Therefore, it is humanly and healthily appropriate, and the state is obligated to provide the means of accessibility for persons with disabilities, and to violate any of that is a crime whose perpetrator is punishable according to the law, and the accused has the right to remain silent. "

Article No. 80: The state guarantees the rights of children with disabilities, their rehabilitation, and their integration into society.

Article No. 81: "The state is committed to guaranteeing the rights of persons with disabilities and dwarfs in health, economics, social, cultural, recreational, sports and educational settings, providing them with job opportunities, allocating a percentage of them to them, creating public facilities and the environment around them, exercising all political rights, and integrating them with other citizens, in implementation of the principles of equality, justice, and equal opportunities."

Article No. 180: The state is committed to appropriately representing people with disabilities in local councils.

Article No. 244: "The state shall endeavor to adequately represent persons with disabilities in the first House of Representatives to be elected after the adoption of this Constitution, in the manner specified by law."

The rights of people with special needs according to Law No. 10 of 2018:

The Egyptian state works to enable persons with disabilities to live independently and fully practice their lives by facilitating their access and contact with society in a manner that suits their needs without discrimination or exclusion, as explained by Law No. 10 of 2018, which aims to protect the rights of persons with disabilities. Ensuring their full enjoyment of all human rights and fundamental freedoms on an equal basis with others, enhancing their

dignity, integrating them into society, and securing a decent life for them. The law contains eight chapters that include 58 articles that recognize the rights and obligations of persons with disabilities as follows (Official Gazette,2018):

The first chapter of the law reviewed the law's general provisions, concepts, and beneficiaries in articles 1-4. The third article referred to the definition and clarification of words, phrases, and concepts related to persons with disabilities and the identification of more than 25 terms and concepts related to this category. The most important thing introduced by the new law is the inclusion of dwarves and persons of short stature in the law, their inclusion in care, and guaranteeing their rights like other persons with disabilities.

Article 4 of the law emphasizes the rights of persons with disabilities, which states: "The state is committed to protecting the rights of persons with disabilities stipulated in this law or in any other law." He referred to nearly fifteen paragraphs confirming the commitment of the state represented by all concerned authorities to implement these rights for them, among which we mention (general principles), for example, but not limited to the following:

Non-discrimination based on disability, its type or gender, and ensuring effective equality in the enjoyment of all human rights and fundamental freedoms.

Creating suitable conditions for them to live a decent life in all respects within the framework of respect for human dignity.

Equal opportunities between persons with disabilities and other members of society.

Take the necessary measures to ensure that persons with disabilities can access and use the surrounding physical environment, transportation, information, communications, and technology to maximize their abilities and skills.

The right of persons with disabilities to freely express their opinions and to give these opinions due consideration when making decisions regarding all matters that affect them and to ensure their full and effective participation in society.

Providing a safe environment for persons with disabilities and not exposing them to economic, political, or commercial exploitation, violence, assault, torture, abuse, neglect, negligence, or humiliating treatment or affecting any of their rights.

Inclusion in all policies and programs that guarantee the protection and promotion of the rights of persons with disabilities.

In Law No. 10 of 2018, the Egyptian legislator dealt with Chapter Two (Health Rights of Persons with Disabilities), the first chapter of which referred to (the disability proof card, integrated services, and health file), and this was presented in Articles (5:6) of the law, then the second chapter presented (Measures to prevent disability and health services for persons with disabilities), and single out articles (7:9) for them, explaining the procedures for early detection programs for all types of defects and disabilities, methods of prevention and limiting their occurrence. The Ministry of Health is committed to building a database for persons with disabilities, and these are the rule in planning the provision of various health services and following up on that, taking into account the confidentiality of their data.

The new law also dealt with an entire chapter on the right to education for persons with disabilities, chapter III (the right to education), and stipulated this in Articles (10:17), given the

importance of education in all fields and in the wheel of sustainable development, and emphasizing its essential role in all national policies Whether it is basic education or university education, the right of persons with disabilities to inclusive education is established in schools, classrooms, universities, institutes, and governmental and non-governmental educational institutions available to others.

Article (18) of the same law stipulates that “the state is obligated to provide opportunities for vocational preparation and job training for persons with disabilities according to their needs, using modern technology and methods of comprehensive integration, in order to achieve maximum independence.” it referred in the second chapter to (the right to work) Articles (20-24), emphasizing the guarantee of the right of persons with disabilities to have equal opportunities to work, to provide job opportunities, to allocate a percentage of them to them and to integrate them with other citizens, in implementation of the principles of equality, justice and equality opportunities.”

Article (20) of the State’s obligation guarantees the right of persons with disabilities to obtain equal opportunities for work commensurate with their academic qualifications, rehabilitation, and professional preparation. Furthermore, seeking to open labor markets for them at home and abroad and to enhance employment opportunities as well by engaging in self-employment through comprehensive development activities and projects in the light of the state’s social policies.

With regard to the employment of persons with disabilities, Article (21) stipulates that “the rehabilitation offices at the Ministry of Social Solidarity shall issue rehabilitation certificates for them while qualifying them for the needs of the labor market.

Law No. 10 of 2018 stipulates in Article (22) the right of persons with disabilities to be appointed at 5% of the number of jobs in governmental and non-governmental agencies and every employer who employs twenty or more workers, whether they work in one place or separate places and whatever the nature their work.

Article (26) also stipulates that the competent administrative authority is obligated to allocate a percentage of no less than (5%) of the houses established or supported by the state for persons with disabilities who are unable and who fulfill the conditions and controls specified by the executive regulations of this law.

Law No. (10) of 2018 covers all legislative, administrative, and procedural aspects of enforcing the civil, political, economic, social, and cultural rights of persons with disabilities.

Article (29) of Law (10) of 2018 stipulates that the administrative authorities concerned with planning and organizing affairs and the entities indicated in the Building Law promulgated by Law No. 119 of 2008, when issuing licenses for new buildings, comply with the requirements of the Egyptian Engineering Code for the design of external spaces and buildings for the use of persons with disabilities and to prepare Existing facilities in a way that guarantees them ease of use of public and private facilities and buildings.

Article (30) of the same law stipulates that the state, the ministries concerned with transport, and other concerned authorities are obligated to establish the necessary systems to enable and facilitate the movement of persons with disabilities, including allocating places for them in all means of transport of all degrees, categories, and types, and by reducing their wages by a percentage not less than (50%) of the value paid, for the person with disabilities and his

assistant, using the technological availability means in the means of transportation and communications.

Article (31) of the same law stipulates that equipment, equipment, educational and medical materials, aids, machines, special tools, prosthetic devices, technology devices, assistive aids, and their spare parts for persons with disabilities shall be exempted from customs tax if the importer is a person with a disability for his personal use or an association. Alternatively, an institution or body of the parties concerned with providing or providing these things.

Articles (32 and 33) of the same law stipulate that the Ministry of Justice, the judicial authorities, and their affiliated entities are obligated to prepare their buildings and make them available to persons with disabilities in a manner commensurate with their disability and to provide all services to them in an accessible manner. Persons with disabilities in a manner commensurate with their disability, providing all banking services in an accessible manner for them and setting up a unique system to facilitate banking transactions for them.

Law No. 10 of 2018 singled out Chapter Six (Political and Trade Union Rights for Persons with Disabilities), and Article (39) of it stipulates that the competent authorities shall take procedures for candidacy and voting in elections and referenda of all kinds, and the tools to enable and facilitate the participation of persons with disabilities in these processes.

Article 40 stipulates that the state guarantees the necessary freedom for persons with disabilities to establish and join specific and regional organizations or federations for each disability in accordance with the provisions of the law in a manner that guarantees their representation at the local and international levels. Persons with disabilities in all forms of their activities with appropriate representation.

Law No. 10 of 2018 in Chapter Seven dealt with Article (40) that “the state is obligated to allow and facilitate the participation of persons with disabilities in cultural, entertainment and media activities, and to create places for display and practice of these activities to allow them to be frequent, and to provide cultural products in languages and means for each disability, for a symbolic consideration. It is also committed to creating sufficient opportunities for the development of their creative, artistic, and intellectual capabilities and encouraging them to do so.

Article (44) of the same law stipulates that “the authorities concerned with culture and sports are obligated to allocate for persons with disabilities (5%) of the membership of the general assemblies of bodies working in the field of culture and sports.

Article (50): Every person charged with caring for a person with a disability who neglects to perform his duties to flower him or to take what is necessary to carry out these duties or Refrain from doing any of them.

The penalty shall be imprisonment if the neglect results in wounding or harming a person with a disability. If this neglect results in the death of a person with a disability, the penalty shall be imprisonment for a period not exceeding ten years.

The rights of people with special needs in children's theater texts

People with special needs face widespread violations of their rights, including isolation, discrimination, poor health services, education, and job opportunities. Hence, children's theater

plays a pivotal role in supporting the rights of people with special needs that cover all aspects of life, such as respect for disability and its privacy, education, work, health, participation in political and public life, and participation in Cultural life, recreation and entertainment, the right to life, the right not to be abused, the right to equal protection, and the Child Theater seeks to strengthen those rights for children with special needs that help them acquire their rights, which results in their adaptation within society. (Pradana et al., 2022)

We can identify the most important rights of people with special needs in the texts of the children's theater as follows:

First: Non-discrimination on the basis of disability:

It is the type, or the gender of a person with a disability, ensuring effective equality in the enjoyment of all human rights and fundamental freedoms in all fields and removing all obstacles and obstacles that prevent them from enjoying these rights.

Discrimination on the basis of disability means exclusion or restriction on the basis of disability whose purpose or effect is to impair or frustrate the recognition, enjoyment, or exercise of all human rights and fundamental freedoms on an equal basis with others in the political, economic, social, or cultural fields. Or civil, or any other field and includes all forms of discrimination, as acknowledged by Article (53) of the Charter of the Rights of Persons with disabilities and Article (53) in the Egyptian Constitution 2014, as well as explained by Law No. 10 of 2018 in Article (4).

In the play "A Rabbit, a Scorpion and an Elephant by the Writer" Nabil Khalaf," which deals with the right to equality and non-discrimination, and Professor Ainos, the dwarf teacher, the beholder refuses to appoint him to work as a teacher at the Al-Bustan School, where he begins to ridicule the palace of his stature, but he triumphs in the end, and the play ends with a song that refuses to distinguish between humans on any basis says: We are all one, our origin is one, and who created us and created you is one. This is an explicit call for equality between human beings without exposing or sarcasm, which persisted in using the dual (the tall and the dwarf, the white and the black, the fat and the skinny) as a means to provoke laughter, and the dwarves became a source of this kind of inhuman laughter, and it is confirmed in response to his being considered in his play by choosing the poet a dwarf for a position of The beholder in appreciation of his honesty and the wisdom of his mind.

In the play "Bint Arabi" by the writer "Yasmine Farag," we find that King "Nayyar" taunts and ridicules the leader of his army, an Arab because he lost one of his eyes while he was fighting for the kingdom. Instead of reflowering him for his loyalty and sacrifice, the king denies him and calls him the leader of the elderly.

King Nayyar: Aaah.... an Arab, the commander of my army, the arrogant... my strong hawk (mockingly) Excuse me, my friend. I didn't shorten that; the nickname "Saqr" no longer suits you (speaking to the dwarves). Have you ever heard of a bald falcon (the dwarves look at an Arab with love and laughter?) The king is a laugh that no one shares with him, and he throws his cup on the ground, and everyone laughs against their will.

Second: Removing all obstacles and obstacles that prevent them from enjoying rights and respecting their freedoms to practice their lives by themselves and their independent will and respecting their privacy.

The state, through its laws, seeks to make people with special needs live in a society with choices equal to the choices of others and to enjoy all the rights enjoyed by the normal,

including respect for privacy. Among the people of the same nation, the disabled and the normal appeared in the Universal Declaration of Human Rights of 1948, as well as in Article (55) of the 2014 Constitution for the Rights of Persons with Disabilities.

In the play "Bint Arabi" by Yasmine Farag, we find that Shekara, who has special needs, does not enjoy her freedom to live her life as she wants, as the general public always looks at her with irony, irony, and lack of privacy.

Shakara: (She smiles as if she can't hear her) Sometimes when I look in the mirror, I feel beautiful... I feel that I can be a normal girl if people let me live as I want; in our city, everything becomes ridiculous as if every one of the people is trying to hide His faults by showing the faults of others... God's curse is on the king who turned us into a group of traitors and fearful people.

It also shows the lack of freedom for the girl in the same play as a result of her illness and the king's issuance of orders to imprison her.

Stranger: You haven't told me yet why you refuse to go out with me.

Girl: I'm a prisoner here... King Nayyar... He says I'm the most beautiful girl... I mean, I was the most beautiful girl in the kingdom, and after I got sick... He decided to imprison me here... Like a mangy dog.

Third: The right of people with special needs to assume leadership positions:

People with special needs have the right to participate in the politics of the state, the right to choose and make decisions, and they have the right to vote and vote, as well as hold some leadership positions in the state.

The law on the rights of people with special needs, which was recently approved by the House of Representatives after years of care, guarantees them fair rights and criminalizes those who neglect them. These rights are compatible with their abilities and special needs to become active members of the Egyptian society

This right was issued in Article 244 in accordance with the Egyptian Constitution 2104 on the rights of people with special needs.

In the play "A Rabbit, a Scorpion, and an Elephant" by the writer Nabil Khalaf, we find that the beholder Mister Scorpion has committed illegal acts against man and his environment. Those wishing to occupy the position must submit candidacy papers, and it will be a surprise to everyone that (Ebony Dwarf) nominates himself for the position, so the refusing team gives him a racist look, and the child (Amir) expresses his surprise, saying, "Dwarf observer.... Impossible, but (Ebony) rejects that view that relates to Appearance, not substance.

Ebony: I look childish, but Elf has the responsibility; my mind is my qualifications Or my human culture.

The logical result is to choose (Ebony) as an observer unanimously, and the author "Nabil Khalaf" says, "I drew my attention to this topic and studied it well and read what was written about dwarves and the racist attitude toflower them. From the tapes about them, and when I found in the American University a book entitled (Dwarves in Pharaonic Egypt and Greek Civilization) for a group of researchers at Oxford University, I assigned someone to translate it to understand the subject sufficiently. What is really amazing is the position of the

Pharaonic civilization to flower the dwarves, and that is recorded in the papyri. It is a position of equality and respect to the extent that Some dwarves occupied a number of important positions in the Pharaonic state.

Fourth: The right to treatment and health care for people with special needs:

The World Health Organization estimates that there are more than one billion people with one form of disability or another, which is equivalent to about 15 percent of the human race, making many of the medical care requirements they need unavailable, and the forms of disability are clearly diverse, and at the time In which some health problems related to disability are accompanied by special and specific needs of health care, we also find that some types of disabilities do not require such needs, even if all persons with disabilities, like the rest of society, need public health care, and therefore the availability and ease of Access to health care is a right of the disabled. This was confirmed by Article 25 of the United Nations Convention on the Disabled, with its support and affirmation of the right of the disabled to obtain the best possible level of health care (Singer,2019).

The Declaration of the Rights of the Child issued in 1959 confirmed this right in its fifth principle, and Law No. 12 of 1996 promulgates the Child Law amended by Law No. 126 of 2008.

The Egyptian legislator also addressed in Law No. 10 of 2018 this right in Article (5: 6) of the law and Article (7: 9) of the same law.

The play Yasmine's role by writer "Ayman El-Nimr" presents people with special needs in health care and early detection and treatment of disability.

Young man 1: The nurse slept...and slept with the child in the nursery.

Translator: Unfortunately, the nursery...there was not enough oxygen in it.

Amr: Is it like this... Who will bring me back my rights?

Young man 1: If Amr's family had filed a case... that would have happened.

The nurse: No, no... and the honorable seal, the nursery was full of oxygen... This is how God created it. There is no power but from God.

The play (The Clown's Glasses) came to confirm the right to health care through the dialogue that took place between Roa'a and her father, which showed the fear of seeing her father, Saber, and her insistence on his health care.

Visions: Father, father, what happened to you? (hugs him) Are you okay? I told you, father, you are tired, you can't hear my words... Relax, and I can train and walk in your place on the rope.

Saber: No, visions... We agreed that you would be an engineer, not a clown, and I am not despairing, and you will be treated better than the first.

In another place, the writer emphasizes in the play "The Clown's Glasses" the importance of health care for people with special needs, which he referred to in the dialogue that took place between Roy and Saber about the possibility of improving Saber's visual abilities and treatment, and a vision proposal by using large glasses.

Saber: I'm fine, my vision.

Roa'a: There is no salvation until the end, you must train, and you will be treated, and I have an idea for big and strange glasses, and you will be the only clown among the clowns with glasses, and you will come back again as the best clown in the country).

Fifth: The right of people with special needs to have adequate housing:

The state guarantees the right of persons with disabilities to obtain an apartment. The age of the person with disabilities applying for housing is at least 21 years and not more than 50 years from the date of the start of the reservation, and that the person with disabilities is listed in the poverty database of the competent Ministry of Social Solidarity, and in the case of If the person is not in the database, his data is recorded on the minimum poverty assessment form, and Article (26) of Law No. (10) of 2018 states that the competent administrative authority is obligated to allocate a percentage of no less than (5%) of the housing established by the state or supported by it. Persons with disabilities who are unable and who fulfill the conditions and controls specified by the executive regulations of this law.

The two plays "The White Heart" and "Flower and Jasmine" by Ayman Al-Nimr" dealt with some rights related to housing appropriate to the nature of people with special needs, especially for the blind.

He says Gouda in the play Flower and Yasmine.

Gouda: Those who plan new cities must take into account the different conditions of the disabled, such as the work of archers for people with mobility disabilities, and paved roads for the blind, and so on.

In the play "White Heart" by the same writer, the following dialogue takes place:

Zizou: (holds the journal) An originally written announcement of Lina's apartments (everyone rushes to the journal), but you and him... Wait.

Amal: Ok, read that... How is the presentation going? (Suddenly a spot lights up somewhere and the employee appears standing at the bottom of the stairs, the actors hold some papers and give them to him... They try to climb the stairs, and he pushes them to go down again, then everyone gathers in front of him.

Azza: are these apartments for us, or what.

Employee: what!.

Ahmed: Uncle, don't forget us... Lina, no, not for us, and no, no.

Employee: what!

Bebo: I mean, is the ball going to hit the net? Or what?

Employee: what!.

(Amal leaves him and goes to the front of the stage in Assi and sings to the tune of Mama. About to arrive).

Amal: The apartment is coming... it's coming after a while

And your age will pass by... repeat with me?

Sixth: The right of people with special needs to education:

Article (13) of the International Convention on Economic, Social and Cultural Rights issued in 1966 confirms that in the case of a disabled child, he must actually have the possibility of education in public schools. The misfits stipulated Article (4), and Article (42) of the Conference Charter referred to it as well.

And in Articles (77) and (77) bis of Law No. 12 of 1996 promulgating the Child Law and amended by Law No. 126 of 2008, while it was stated in the Egyptian Constitution 2014 with Article (81), and Chapter Three in Articles (10: 17) in accordance with Law No. 10 of 2018.

This appeared in the play “Kman Zaghoul” by the writer “Ahmed Zaham” (The Mother opens the letter).

Mother: Lord... my heart tells me that he agreed... the minister agreed to the request, Zaghoul, and the minister of education agreed that you should enter a school for the blind.

Zaghoul: I am hilarious... I will go out to the world... I will watch the street... I will go to school.

In the same context, the play (The White Heart) confirms the dialogue that took place between Zizou, Sabah, Bebo, and Mayada about the mother's struggle and her insistence on raising them.

Mayada: She used to pick me up when I was young and walk with me on the walks

Zizou: It was a mountain that endured a lot

Sabah: She is borrowing from bricks of the earth because of her big dream

Bebo: She used to answer John.... but it's enough that she taught me and grew me up

The play (Flower and Yasmine) also presents what difficulties people with special needs mean for them to learn, and this is clearly shown in Muhammad's conversation with himself.

Muhammad speaks alone: It is not enough for our longevity... Me and my handicapped companions

The bitter box in schools... for qualified teachers

They deal with us....and there is no interest in it

(As if he remembers... and what he remembers happens on the other side)

I remember... Salma told me how to deal in school

(On the other hand, a classroom is made of three students... Salma sits among them... She enters the school and is surprised by the presence of Salma)

Teacher: Good morning, boys.

Students: Good morning.

Teacher: Did you do the homework? (Surprised by the presence of Salma) What is this?

What are you doing here?? outside... outside... it's me; I'm incomplete, not enough to beat the house of washing, cooking, and vacuuming; it will still beat at home and here too... what a chapter outside.

(Turn off the lights on the scene... while Muhammad continues)

In another scene from the play (Flower and Yasmine), he also mentions these difficulties, and they appear through Muhammad's dialogue with his friends:

Muhammad: No, my friend Mahmoud, who is deaf...when he consulted me and told me.

(The scene is depicted on the other side)

Young man 5: The high school curriculum for the deaf... It's the curriculum for the normal... Imagine.

Muhammad: Of course, I do not understand... He says that the curriculum of the course is for the fittest... Imagine

(Continues to the committee that brought out education for the disabled, who needs to be adopted from the beginning and the new... to be silent for a while)

Muhammad: Education for the handicapped needs to be adopted from the first and new, the simplest and least problem that you can encounter as there is no university book for the blind.

Young man 1: The blind person buys a normal book and takes it to dispose of it, records it, and converts it to Braille.

Young man 2: In both cases, the issue will be very stressful and costly. Confronting the needs of children with special educational and cultural needs requires attention to two things.

First: Providing books for ordinary children to help them accept the disabled child and integrate him into his social environment without sensitivities.

Second: Producing books that meet the needs of each type of disability.

This last type of book requires special expertise and costs in writing, especially since its distribution will remain slow for a not short period. For these reasons, there must be non-governmental initiatives that take upon themselves the responsibilities of producing such books without regard to financial profit.

The play "Bint Arabi" sought to motivate children about the value and importance of education

Voice of the narrator: Shakib lived in the city for a whole month. He changed completely. He learned sign language from opera well and mastered it. As for Shakib, he made many things for them, the first of which was prosthetic limbs, and taught them to make traps and magic games... It seems that they are missing the presence of a person like Shakib.

And on the right of people with disabilities to higher education and higher studies, and to allocate no less than 10% of the places of residence in university cities:

The right of people with disabilities to university education came in order to effectively integrate and work on preparing university cadres that would be able to deal with people with special needs, in addition to facilitating them to enroll in universities close to their place of residence without being restricted by the geographical condition. Students with disabilities were also exempted from fees. Postgraduate studies and also appointing outstanding students on an equal basis with others.

The right to higher education and higher studies for people with special needs appeared in the play "Flower and Yasmine" by Ayman El-Nimr.

Young man 4: Congratulations, Muhammad... What are you planning to enter?

Young man 3: Do you want a question? I keep myself as Geist's lawyer.

Young man 1: (lighting from the other side of the stage) Yes, that was Muhammad's dream, but he knew that he could not be a lawyer... because of his visual impairment.

Young man 3: (moving angrily) Why?? Why don't you keep a lawyer? Why don't I see it?? The Faculty of Law is a theoretical faculty... Why do they prevent us from entering it? They do not know that our disability is the reason for our strength. Medicine, God Almighty, what I am silent.

Young man 1: The Coordination Office of Muhammad, the Faculty of Arts... Muhammad was very surprised. Why, but the law is no... What is the literature as a theoretical faculty.. and Law as a theoretical faculty... Muhammad entered the Faculty of Arts, Department of History, and graduated with a very good general grade... He took a master's and is also pursuing a doctorate (The band spreads out on the stage.

Young man 3: But Muhammad got very tired until he reached this point.

Seventh: The right to work for people with special needs.

The government is keen on its appreciation and commitment to the disabled to implement the rule of law regarding the appointment of the 5% of people with special needs, and it is keen to provide job opportunities for this category of people with special needs to help them cope with the burdens of life. Law No. 12 of 1996 promulgated the Child Law as amended by Law No. 126 For the year 2008 with Article (78) and Article (81) of the Constitution of Egypt 2014, and the second chapter referred to (the right to work) Articles (20-24) by Law 10 of 2018, and (Article 20) in the same law stipulated the state's obligation to guarantee the right of people with disabilities Disability in obtaining equal opportunities for work commensurate with their academic qualifications, rehabilitation, and professional preparation, and in Article (22) the right of persons with disabilities to be appointed at 5% of the number of jobs in governmental and non-governmental agencies.

The play "Flower and Yasmine" by Ayman El-Nimr affirmed the right of people with special needs to work.

Young man 3: What do you mean? We have the right to work.

Young man 1: Yes, Law No. 39 of 1975 AD and its ninth article says that business owners who employ fifty or more workers must employ the disabled who are nominated by the manpower offices within 5% of the total number of workers.

In the same context, the writer "Ayman Al-Nimr" presented the right of people with special needs to get a job.

Muhammad: Why did you make me like this? Dhul Shahat, even without anyone... The truth is that I met Shahat... I don't even know how to pronounce and say at the time to God..... I don't have any sympathy for you..... No response until you made me like this? You could have helped me... You could have stood beside me, and you wouldn't let me stay in this situation..... that you owe me my right..... and make my dream, and make a dream come true..... And the hearts of black crows... leave us in our situation ... by the way, it is possible that you can still provide me a job will you make me feel, even for once, that I am a human being???

Eighth: Developing the capabilities of those dealing with people with special needs:

According to Article (4) Clause 11 of Law No. 10 of 2018, which stipulates the necessity of preparing, educating and training everyone who deals with people with different disabilities to know the means of communication with them such as sign language, writing in Braille and other means.

This appeared in the play "Flower and Yasmine" by Ayman Al-Nimr.

Employee: (nodding) Yes

Five deaf guys: Doesn't reply.

Employee: What are you saying louder?

Interpreter: (to the employee) A word, please, and speak to them a little quietly.

Employee: Who is your happiness?

Translator: I am a sign language interpreter... He tells you that we have the right to work.

Employee: And it has a language called sign? I know Arabic...English...French.

Translator: It is not our problem that you do not know sign language.

And in another place of the same play.

Muhammad: It is not enough for our longevity... My handicapped friends and I have the bitter box in school... There are no qualified teachers. They deal with us, and there is no interest in it.

And in the play (Bint Arabi), which stressed the importance of those who deal with people with special needs learning their language so that they can work with each other easily and smoothly until the desired interaction between the two is achieved.

Voice of the narrator: Shakib lived in the city for a whole month, he changed completely, and he learned sign language from opera well and mastered it. As for Shakib, he made many things for them, the first of which was prosthetic limbs, and taught them to make traps and magic games... It seems that they missed the presence of a person like Shakib, as if Shakib had been completed by being with them.

Ninth: Not to deprive people with special needs of the right to marry and establish a family with full consent.

On December 13, 2006, the United Nations Convention stipulated the right of persons with disabilities who are of marriageable age to marry and establish a family with the full consent of those intending to marry and without coercion.

This right appeared in the play "Flower and Yasmine" by the writer "Ayman Al-Nimr" through the dramatic dialogue between the misfits and a dwarf girl.

Person 2: Treat yourself to marry and leave home and children.

Person 2: Are you dreaming of Zina (the girl is afraid and runs to the right)?

In the play "Bint Arabi" by the writer "Yasmine Farag," when Shakib, the deaf and dumb, wanted to marry the old Petra Opera, but her father, an Arab, refused his requests because he was the son of King Nayyar.

Araby: (Stands in front of Shakib and speaks forcefully to him)

It's not your business... You are Shakib, son of King Nayyar.. and we are a disgraced group... This is what your father said about us... Go away from us.

Shakib: Why? What sin have I committed? I lived with you for a whole month... Did you see what makes me refuse to marry your daughter?

Araby: (strongly to Oprah) Tell him (as he speaks and she explains to him in sign language, crying in shock) You are the son of King Nayyar who robbed me... We stole our past, our glories, and our memories.

Tenth: The freedom of persons with special needs to move and choose their places of residence.

Article 30 of Law 10 of 2018 stipulates the rights of people with special needs to freedom of movement with the greatest possible independence.

This right appeared in the play "Kman Zaghoul" by Ahmed Zaham.

Zaghoul: (to his cousin) you laugh at me and tell me a story that did not happen (he stands) all of you laugh at me there is no forest... and there is no lion.. the lion is inside the cage.. he can't get out of it... just like me.. no I can get out of here... What have I done? Why am I locked up... Why am I between four walls? I would like to fly and flutter like birds. I love freedom and the morning sun.. and the breeze of modernity... Freedom, freedom, birds.

Eleventh: Providing a safe environment for people with special needs:

This is stipulated in Article (4), Clause (14) in Law No. 10 of 2018, on the rights of persons with disabilities through general principles.

These rights appeared in three plays, which are the play "Bint Arabi" by Yasmine Farag, respectively.

King Nayyar did not provide a safe environment for people with special needs and those who were injured in the war. Rather, he mocked them and practiced violence, assault, torture, abuse, neglect, negligence, and humiliating treatment for them.

Narrator's voice: King Nayyar took advantage of all the dwarves and his soldiers who lost their hands and feet in the war to be the heroes of his entertainment and bloody games.

In the play "Flower and Yasmine" by Ayman Al-Nimr, we find the humiliating treatment, mockery, ridicule, and abuse of dwarves.

Three guys: What do you not know about this? We are the community.

Young dwarf: And what do you want?

Young people: I don't need anything. We are coming to tell you (expected performance), O Short, O Hand of the Huns.. who told you to hit the phone?

(She gets scared and runs to the right... So they go to her, continuing).

Person 2: Are you like this?

Person 1: So, are you from here? From the ground mean.

Person 3: or are you from another planet?

I'll ask you a question what size of your feet?

Person 1: it looks like zero.

In the play "A Rabbit, a Scorpion and an Elephant by the Writer Nabil Khalaf," the beholder refuses to appoint the dwarves to work as teachers in the school and then begins to

mock their short stature and the child Amir shares with him, but Ebony, the dwarf teacher, refuses this insult and ridicule.

Ebanos: Yes, I am a dwarf
Prefer myself as a dwarf
I like to live and die as a dwarf

These words express a strong outcry in the face of those who differentiate between dwarves and those of hollow stature.

Ebanos: Why are you making fun of me, boy?
Why do you surround me with mine?
Or treat me with a condition
Like I have a belt or tumor cells
Or an AIDS patient

The children reject the beholder's mockery of a dwarf teacher in the school, stressing the right of everyone to live in dignity without ridicule or insult from another group.

And the three plays are an invitation to adults and children to deal with dwarves in a natural way without seeing them as if they were a monster.

The failure to provide these rights appeared in the play "Bint Arabi" by the writer "Yasmine Faraj." King Nayyar did not provide security and protection from epidemics, diseases, and disasters for the disabled and the infirm but rather expelled them outside the queen to a poor place where the minimum level of human life was not available.

Narrator's Voice: In the morning, King Nayyar issued a royal decree banishing all the disabled and the elderly from the kingdom to live on the dark side of the river after reserving not a small part of them to participate in bloody and acrobatics.

The history of oppression and injustice to people with special needs is rooted in the depths of history. The Greek civilization treated the dwarves as clowns and robbers in Sparta, and the child was executed if he was disabled or a dwarf. We are also surprised in this regard by the racist position of Aristotle and Plato. (AbdelMaguid, 2003).

Twelfth: Ensuring the implementation of laws issued for people with special needs:

Article 50 of Law 10 of 2018 stipulates the rights of people with special needs.

Where this stark appeared in the play "Flower and Yasmine" by the writer "Ayman Al-Nimr" when he called on people with special needs to implement the laws issued to them.

Young man 4: The distances between us are increasing... and the distance is increasing.

Young man 5: What is happening? We feel that we do not exist.

Young man 1: Although there are laws that give us our rights... but no one enforces them.

Young man 2: Or, in other words, they make these laws by paying a check.

Young man 1: Do you know why the chair, crutch, and hearing aid are important?

Young man 3: Because they are all concerned about us.

Young man4: Day and night and we are with us, they are not upset with us, we don't want anything from you... We want you to implement the laws... that exist, and no one is doing with them.

Young man 2: Why are the laws against us enforced... and the laws that enforce our rights... and no one enforces them?

Results

The researchers dealt with a set of questions that revolved around people with special needs in terms of concept, qualities, and types. He also monitored their rights in international laws and charters, the law and the Egyptian constitution. He took the answer to these questions as a basis and a starting point to lower determining their rights in the texts of the Egyptian Child Theater in the period from 2015 AD. Until the year 2019, this resulted in the following results:

Child theater texts included a sample of research and study on many rights for people with special needs, especially those approved by Law No. 10 of 2018 and its amendments by Law 2020, which confirms the drama writer's awareness of the importance of these rights and the importance of monitoring and addressing them in theatrical texts to bring them closer to the receiving audience. Stages of integrating people with special needs into society.

The rights of people with special needs came on the lips of their owners and through a dialogue that took place between the different dramatic personalities and in an understandable language that expressed their issues, aspirations, dreams, and concerns, and was not a mouthpiece for the writer.

The rights of people with special needs came through the human child theater only, and it was possible to employ puppet theater of its various types because of its role in spreading the culture of the rights of people with disabilities to reach the minds and hearts of adults and children with ease and ease, because the puppet theater is one of the important educational channels. In the field of forming and crystallizing the personality of the child psychologically, socially and emotionally, in addition to the fulfillment of his desires in playing, imitation and simulation.

The writer's dramatic tools were numerous in presenting and presenting the rights of people with special needs. They were not limited to characters, conflict and dialogue, but extended to include poetry, songs, moments of silence, surprise, and the inner monologue.

There are many images of people with special needs in the texts of the children's theater, including most of the disabilities such as visual, auditory, verbal, physical, and mental. Theatrical texts also presented ways and methods of dealing with people with different disabilities.

The theatrical texts of the research and study sample were characterized by their high importance and the value of the intellectual content of the work.

The songs stemmed from the nature of the dramatic construction of the play, as it helped to address the child's conscience and prompted him to repeat it. It also revealed the suffering and requirements of this group, which for decades has been ignored by the state.

The theatrical texts included the research and study sample, in addition to the rights of people with special needs, several moral values that came on the lips of the dramatic characters that embodied the suffering of this group, such as mercy, sympathy, love of others, and

responding to abuse with kindness, humility, conviction, and compassion. These values can be acquired by the recipient child through his interaction with the play with criticism and analysis.

The dramatic conflict in the theatrical texts came as a sample of research and study, a conflict in an external magazine that took place between people with special needs and the society that is still limited in implementing their rights guaranteed to them by the constitution and the law.

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