

**Opening windows and closing gaps:
a case analysis of the agenda setting of Egypt's
inclusion policymaking process in Higher
Education Institutions**

Ola Hussein Hosny

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Lancaster University

UK

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Abstract

This is an exploratory qualitative study that illuminates an understanding of the inclusion policymaking processes in Egyptian Higher Education Institutions. The study uses the Multiple Streams Framework supported by the Socio Ecological Framework to define the factors that affect the development of inclusion's problem, policy, and politics on all socioecological levels. Students, professors, policymakers, policy entrepreneurs and public authority members are interviewed, and their perceptions discussed in two public and two private universities in Egypt with different inclusion settings. Findings reveal that all four examined institutions are self-aware and have the potential for inclusion policy change, yet policy entrepreneurs and policymakers' capacities are negatively influencing this potential, limiting possible ideational change. Scarcity of data on students with disabilities, confusing legal framework, and capabilities gaps are also hindering the process. Adding inclusion as an accreditation criterion puts forward a better chance of inclusion and policy change. To the author's knowledge, this study is considered the first investigation in discussing the policymaking of inclusion in Egypt's public and private universities. Thus, the results interrogate a roadmap on inclusion in Egyptian Higher Education Institutions and form an original contribution to knowledge.

List of Abbreviations

Acronym	Description
3Ps	Problem, Policy and Politics
BOT	Board of Trustees
CRPD	Convention on the Rights of Persons with Disabilities
FGD	Focus Group Discussions
HEIs	Higher education Institutions
ICF	International Classification of Functionality, Disability and Health
IDEA	Individuals with Disabilities Education
IDI	In-depth Interviews
MOHE	Ministry of Higher Education
MOSS	Ministry of Social Solidarity
MSsF	Multiple Streams Framework
NCPD	National Council of Persons with Disabilities
SCU	Supreme Council of Universities
SDGs	Sustainable Development Goals
SDS-2030	Egypt Sustainable Development Strategy-2030
SDSU	Student Disability Services Unit
SEND	The special educational needs and disability framework
SEF	Socioecological Framework
SWDs	Students with Disabilities
SWithoutDs	Students without Disabilities
TAs	Teacher Assistants
WBO	Wellbeing Office

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Declaration

I hereby declare that my work has not been submitted in substantially the same form towards the award of a degree or other qualification, that it has not been written or composed by any other person, and that all sources have been appropriately referenced and acknowledged.

I also confirm that all sentences or passages quoted in this research from other people's work have been placed within quotation marks, and are specifically acknowledged by reference to author, work and page.

Chapter I: Introduction

I.1. Introduction

With the recent expanded globalization, advanced knowledge, and rationalized global frameworks such as sustainable development goals (SDGs), inclusion at higher education institutions (HEIs) has refocused from being just a mean of accessibility, to a mean of solidarity (Hove et al., 2018; UNDP, 2013; Shaikh and Ahmed, 2017; Diamond, 2010; World Trade Organization, 2019; United Nations, 2017). This refocus has taken into account students' engagement in being part of the community and achieving educational outcomes (Pappas et al., 2018). Nevertheless, the means and application of solidarity introduced multiple conceptual confusions to individuals' mindsets, institutions' practices, communities' norms, and policy legislations (Lindsay et al., 2020). Eventually, inclusion's conceptual confusions have contributed to the lack of one standard definition of inclusion in the literature (Figure 1: Inclusion conceptual confusions).

Figure 1: Inclusion conceptual confusions



Available definitions have advocated for a continuum of provisions, for a continuum of needs. For example, Norwich (2013) envisioned inclusion as the ability to engage students in a learning community enriched with equity, social acceptance, and community cohesiveness (as cited in Nind, 2014). Yet, Glazzard (2014) underlined inclusion as the ability to make use of heterogenous community members, who can complement each other. Hehir et al. (2016) reasoned inclusion as an approach that aims to accommodate students in different education settings, valuing each one's special abilities. Nevertheless, Cologon (2019) concluded the previous three definitions by presuming that inclusion is about being authentic in: embracing students' differences, deploying students' collective abilities, considering students' multi-dimensional aspects of learning, and securing students' life-related learning environments. While all four

definitions are effective, inclusion remains an intentional practice that shifts with the variation of the context (which will be further discussed in the policy chapter later), with no unified definition.

Largely, inclusion as means of solidarity demands the development of inclusion policies/guidelines, in an attempt to govern and enforce the new pattern and aggregate students' assignment i.e., students with disabilities (SWDs) and students without disabilities (SWithoutDs) (Hardy and Woodcock, 2015). Despite this, in HEIs the majority of SWDs and some SWithoutDs are still facing social-educational complexities daily, limiting their attainment (Pappas et al., 2018; Shaikh and Ahmed, 2017; Mitchell, 2005), and restricting their community's belonging, being and becoming to their personal accommodating abilities (Hayes and Bulat, 2017). Encountered literature elucidates very few causations for such complexities, mostly geared towards either absence of an agreement on the way SWDs should be treated (i.e., equally as their counterparts or differently to accommodate their difference) (O'Brien, 2020); absence of inclusion policies (Matus-Betancourt et al., 2018); worthless policies that don't address the inclusion issues (Zohlnhöfer and Rüb, 2016); and/or ineffective implementation of inclusion practices (Rodriguez and Garro-Gil, 2015; Conner, 2016). Consequently, in developing countries (such as Egypt) where complexities are multi-layered - i.e., social, economic, or cultural - the agenda setting of inclusion policies are challenging in terms of its practicability and radical implications.

Based on the above, envisioning the agenda setting of the inclusion policies in the Egyptian HEIs' context, has guided the selection of the Multiple Streams Framework (MSsF) approach. Firstly, Egyptian public and private HEIs don't have a sectoral strategy that guides them to develop their own inclusion policies - unless inclusion is an accreditation criterion. Secondly, policymakers' capacities (i.e., leadership traits) to conceptualize inclusion is problematic given its undetermined requirements within the national framework. Thirdly, being a developing country with budget constraints, inclusion is simply not prioritized. For that, the MSsF is used to highlight stakeholders' understandings of the inclusion – this includes the problem, the possible solutions and the political will – determining the constraints that affect the development of the agenda setting inclusion policies.

The MSsF was originally developed by Kingdon (1984) to explain why some issues are added to the policymakers' agendas, while others are neglected. The framework claims that an issue is added to the agenda of policymaking only if the problem, policy and politics (3Ps) coincide, therefore opening up a window for a policy to change (Kingdon, 1984). That said, if the inclusion issue rises from individual cases to a public requirement that necessitates the government intervention, then the inclusion issue is more likely to be added to the policymakers' agendas –only if there are tested ready to be adopted policy solutions by officials; and if the political surroundings represented in the national and global frameworks support the enactment of the problem and its suggested solutions (Béland and Howlett, 2016). The study's incubated definitions of the 3Ps are outlined in the next three paragraphs.

The inclusion problem, as debated by Michailakis and Reich (2009), operates at three distinct levels: the societal, the organizational, and the interactional, all of which foresee inclusion problem as a discriminatory education in the regular classroom (Williams et al., 2005). This discrimination, as debated by Oliver and Barnes (2010) revolves around “the continued dominance of standards agendas and examination assessment criteria that prioritize outcomes over process and disregard the appropriateness of inclusive curriculum” (p. 555). For this reason, the inclusion problem was noted by Clark et al., (1995) as the inability of extending the scope of education to include a greater diversity of students (as cited in Florian, 2014). As such, this study aligns with Cameron's (2006) definition of the inclusion problem, who argues that “due to an inadequate understanding of what is meant by inclusion, the attention has been focused on being the problems and deficits of ‘excluded’ people” (as cited in Rawal, 2008, p. 172).

For the inclusion policy, determining suggested/applied solutions for inclusion in the literature is very challenging for multiple reasons. Firstly, while there are various studies on inclusion, they mainly highlight recommended settings rather than action steps e.g., University for All 6 principles (Kelly and Paden, 2018), and World Class Universities (Liu et al., 2011). The few available actions are either tailored to specific interventions, or stipulated at policy documents, providing limited choices for decision making e.g., the inclusive education triangle (European Agency for Development in Special Needs Education, 2010). Secondly, the available suggested solutions are recommended at either

the goal, objectives and/or settings levels, missing cohesiveness and misleading the knowledge and actions needed (Howlett and Cashore, 2009). For that, this study aligns with Mackay and Shaxton's (na) definition of the policy stream to be "a distinct path of action which is suitable for the pursuit of desired goals" (p. 1).

In terms of inclusion politics, political will is commonly perceived as a conditioned factor of success for inclusive education (Dudley-Marling and Burns, 2014; Ainscow et al., 2013), which dictates a culture-reset on a high authoritative level (Bourke and Dillon, 2018). Evins (2015) argues that political will should be strongly enforced to influence the build-up of management systems that support SWDs and SWithoutDs; enhance teachers' capacities (Hux et al., 2017); and heighten the learning environment (Vetoniemi and Kärnä, 2019). Overall, little or no emphasis has hitherto been given to out-of-control conditions i.e., the critical assumptions, and the conditions that necessitate external support i.e., manageable interests. In this sense, the present study measures the politics stream from both internal and external perspectives and investigates possible spillovers that may negatively/positively affect the development of inclusion policies in HEIs - thus highlighting any effects on the agenda setting stage.

Policy entrepreneurs cause the convergence of the 3Ps. They are characterized by Kingdon (2003) to be experts who are politically connected (governmental or non-governmental) and who deploy their personal resources to defend their ideas against specific benefits (Capella, 2012). These benefits can be either; "personal gains ... given values ...or enjoyment of being part of the action" (Kingdon, 2003, p. 123; Capella, 2012; Stigliani and Ravasi, 2012). Commonly, policy entrepreneurs are mostly active on the policy stream level, coming up with ideas that are beneficial for them and seeking its implementation once there is an opportunity for that. They then focus on the problem stream, spreading the benefits of their ideas and trying to link them to existing problems into the communities to encourage public support. Once this has happened, policy entrepreneurs approach the political stream, creating relevance to the national and global framework. Only after this has occurred, can a policy window be opened for effecting anticipated change and thus effecting the ensuing benefits (Baumgartner and Jones, 1993). Fundamentally, opening a policy window for change is always purposeful and enforced by powerful decisive actors who support the enactment of prioritized issues to

achieve desired outcomes, using solutions that are contextually suitable (Howlett et al., 2013).

Since there are three critical arguments presented against the MSsF in the literature, this study complements the MSsF with the SEF to deal with these arguments as follows. Firstly, Zahariadis (2014) highlighted the MSsF's disregard to ecological ambiguities that threaten its applicability, including the effect of: the public's level of knowledge on defining national issues, policymakers' high turnover on the quality of decisions being taken, and politicians' time limitations on developing clarity of objectives targeted. Secondly, Zohlnhöfer et al. (2015) noted the MSsF's ignorance to the complex systems' effects on allowing a policy window to open, specifically in formal institutions where the system is too highly complicated to allow an evidenced-based decision, built on specific measurements. Thirdly, Baumgartner and Jones (1993) argued that institutions may suffer from policy monopolies, limiting the enablement of new ideas needed for current solutions. For that, the SEF is deployed to specify the interrelationships, boundaries, and perspectives of the three streams in the examined systems and analyse them in relation to one another. With that, the MSsF supported by the SEF will envision "the convergence of multiple societal phenomena to precipitate an idea whose time has come" (Béland and Howlett, 2016, p. 223).

I.2. Problem Statement

In Egypt, the inclusive educational environment (whether through policies or practice) is measured by the level of alignment with the global conventions/goals, that supposedly respond "to all dimensions of the social environment" (Lord and Stein, 2018, p. 233). Nonetheless, students in Egyptian HEIs continue to endure multiple forms of social and cultural exclusion (Lord and Stein, 2018), originating from three causes. Firstly, the absence of inclusion policies loosens any possible standardization of necessary opportunities and resources to secure students' social inclusion. Secondly, inclusion policies' failure to bridge the persistent gap between what is intended to be done and what is practically done is ever-expanding on several levels (El-Saadani and Metwally, 2018). Thirdly, social practices' severity is hindering students' social empowerment (USAID, 2017). Broadly, Egyptian HEIs' societies "claim to be inclusive" (Ralph, 2013,

p. 97), nonetheless, “informal practices and general understandings” (Lord and Stein, 2018, p. 234) unveil this claim.

1.3. Purpose

This study focuses on the development of the agenda setting of inclusion policies in Egyptian HEIs. It examines how the nature of the 3Ps shapes the development and outcome of the inclusion policy/practices, determining the causes of advancement of some HEIs over others. The study identifies any interrelationships, interactions, and interconnectivities across the 3Ps, enabling a better understanding of the pre-decision processes of inclusion policies in Egyptian HEIs (Babaey et al., 2019; Zohlhöfer et al., 2015; Kingdon, 1984).

1.4. Research question(s) and hypothesis

It is hypothesized that if inclusion policies and practices are to expand from individual cases to the national level in Egypt then government intervention is required to make this mandatory. The research questions that this study sets out to answer are:

1. How have policy stakeholders defined the problem of inclusion in the private and public Egyptian HEIs within the last five years?
2. What have emerged as policy solutions to the problem of inclusion in the private and public Egyptian HEIs within the last five years?
3. What are the politics that have affected the problems and solutions of inclusion in the private and public Egyptian HEIs within the last five years?
4. Does a MSsF-founded approach offer advantages over current policy-making approaches in the public and private Egyptian HEIs?

1.5. Contribution and significance

This study’s likely contribution is in merging the MSsF with the SEF to make contributions to the literature on the micro, meso and macro levels to identify the factors that influence the development and shaping of the 3Ps - their convergence, and their effect on the agenda setting of inclusion policies in HEIs. Accordingly, the significance of this study from an academic lens is primarily located in advancing the MSsF by

bringing the SEF theorizing into dialogue; highlighting the causalities (i.e., Individual, Interpersonal, Organizational, Community, and Public Policy) that determine the 3Ps frames, examining their interactions and influence on each other. This will help dealing with the MSsF's applicability debates (as discussed above). Accordingly, this study's output is considered as a source material that researchers will consider when using the MSsF, thus determining the accepted relationships between its variables.

I.6. Methodological Approach

The MSsF, as introduced above, clarifies why some issues are considered in the policy process and some are not, and defines the possible meet up of the 3Ps to enable a policy change. The framework suggests that while the 3Ps may be operating independently of one another, and even though all three need to come together to open a window for a policy to emerge, this new policy may not necessarily occur if policy entrepreneurs do not seek the opportunity of an opened window. More detailed explanation of the MSsF is discussed in the research framework chapter.

The study also adopts the SEF to measure how human choices and the consequent environment effects influence upon each other. The framework suggests that human choices are triggered by their perspectives/understandings. Based on this, humans can seek to remove barriers, create the conditions that promote their and others own well-being, and come to a better appreciation of how and why individuals differ. Ultimately, the framework identifies factors that influence people's choices, classifies the relations between these factors, and pinpoints considerations of each factor and its required integration.

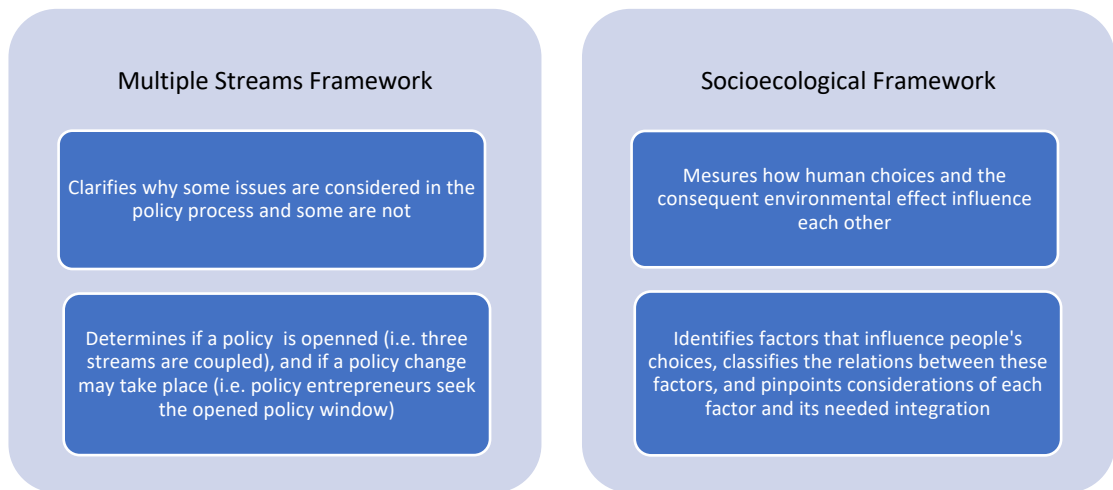
In brief, both frameworks will be combined, examining for each stream multiple influences, including

- Individuals' knowledge which influences key attitudes and decisions (i.e., Intrapersonal)
- Individuals' relationships with other people (i.e., Interpersonal)
- Organizations in a community that have louder voices and more funds imposing societal and cultural values and influences (i.e., Institutional)

- Community context and social networks that have negative and positive interactive forces on the individuals (i.e., Community)
- Influencing policies and governing bodies (i.e., Policy)

By doing so, the integration of the SEF will back the MSsF critiques i.e., ecological ambiguities, complex systems' effects, and policy monopolies, contextualizing the results and illuminating how context influences the 3Ps (Figure 2: MSsF and SEF's Purposes).

Figure 2: MSsF and SEF's Purposes



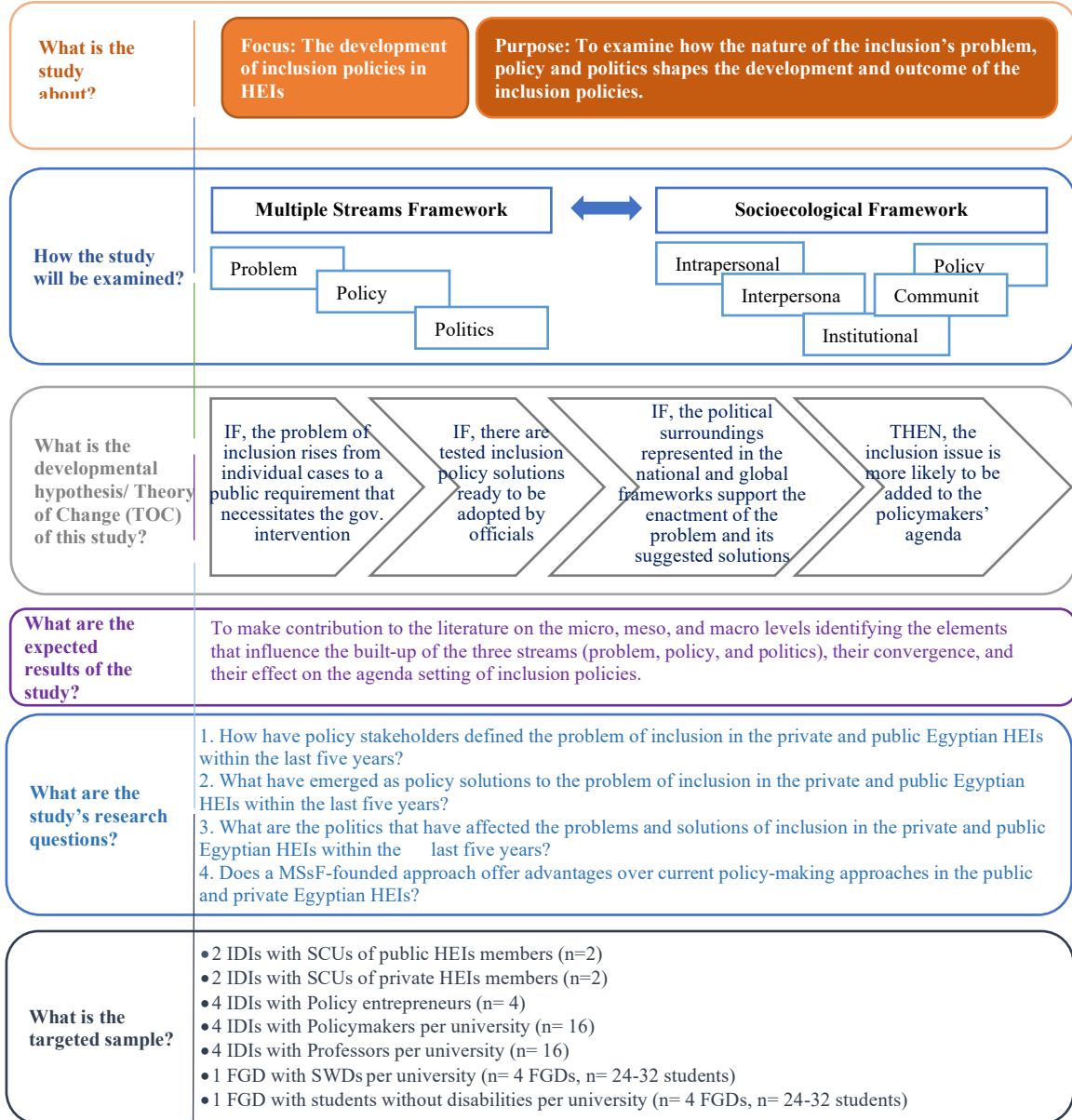
I.7. Study Limitations

Since inclusive education policy is still at the field-testing stage in Egypt, an expected avoidable limitation is to have the study's participants perceiving inclusion from an intentional rather than a scientific lens. For that, definitions will be introduced to interviewees to ensure common grounds of the discussion. In addition, it is important to note that one apparent limitation is the policymakers' defensive attitude, guarding their institutions' reputations and accreditation. Hence, comparative models will be also introduced to interviewees to illustrate the usefulness of the discussion. One unavoidable limitation is that of interviewees' misleading discussions of inclusion and its practices.

I.8. Study Structure

This thesis consists of six chapters. First, the introduction section provides general description of the area of study - its purpose, problem statement, research questions and hypothesis, contribution and significance, the methodology adopted, and the limitation and structure (Figure 3: Brief Summary of the Study's Structure). Secondly, the policy description chapter presents the historical background of the global frameworks on disability, theory to inclusion, and policymaking process and frameworks. Thirdly, the contextualization chapter discusses the current inclusion practices in Egypt, including national frameworks, legal frameworks, and national authorities' roles. Fourth, the research framework chapter demonstrates the research design, the methodology, sample selection, research methods, and data analysis methods. Fifth, the findings chapter highlights key findings per examined university, interviewed sample, stream and socioecological level. Sixth, the conclusion chapter delves into the meaning and relevance of the findings, showing how it relates to the literature review and research questions, and presenting an argument in support of the overall conclusion.

Figure 3: Brief Summary of the Study's Structure



Chapter II: Policy Description

Before exploring the nature of the 3Ps, this chapter aims to provide a policy description of the relevant global literature that determines any parameters for the 3Ps. It demonstrates frameworks on disability, inclusion, and the policymaking process.

Whenever needed, footnotes are added throughout to clarify specific points, remind the reader of specific information, and/or provide further explanation.

II.1. Part-One: Global frameworks on disability

Disability in the Sustainable Development Goals (SDGs)

Only five sustainable development goals (SDGs) tackle disability (number 4, 8, 10, 11, 17) (Figure 4: Disability-Inclusive SDGs).

Figure 4: Disability-Inclusive SDGs

SDG 4

- Guaranteeing equal and accessible education by building inclusive learning environments and providing needed assistance for persons with disabilities

SDG 8

- Promoting inclusive economic growth, full and productive employment allowing persons with disabilities to fully access the job market

SDG 10

- Emphasizing the social, economic and political inclusion of persons with disabilities

SDG 11

- Creating accessible cities and water resources, affordable, accessible and sustainable transport systems, providing universal access to safe, inclusive, accessible and green public spaces

SDG 17

- Underlining the importance of data collection and monitoring of the SDGs, emphasis on disability disaggregated data

The direct focus on education is exemplified in SDG4 which sets the ground for “guaranteeing equal and accessible education by building inclusive learning environments and providing the needed assistance for persons with disabilities”. This educational goal is identified by two targets. Target 4.5 “aims at ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities” (United Nations, 2018, p. 73), calling for equality. Additionally, target 4.a “calls for building and upgrading education facilities that are disability sensitive and providing inclusive learning environments for all” (United Nations, 2018, p. 73), thus campaigning for accommodated infrastructure. This leaves the SDG4 with only two dimensions of SWDs’ inclusion in HEIs: the accessibility and the infrastructure yet neglecting any interpersonal dimensions (e.g., professors’ capacities, etc.).

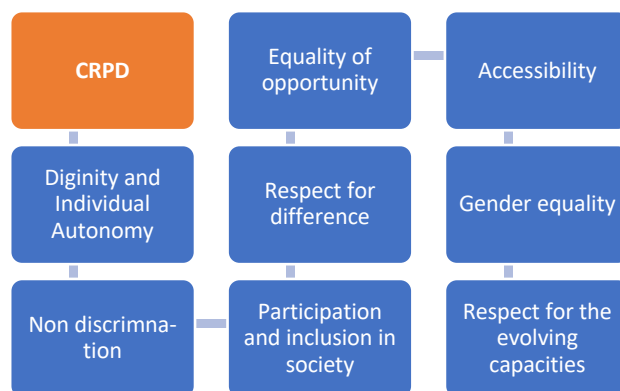
The other four SDGs (no. 8, 10, 11, 17) indirectly influence the life of SWDs at HEIs. SDG8 specifies sustained economic growth, indirectly articulating the SWDs’ capacitation at HEIs to enhance their eligibility for decent jobs in the future. SDG10 specifies the reduction of inequalities, indirectly promoting for the SWDs’ empowerment at HEIs to ensure that no one is left behind. SDG11 specifies the creation of affordable accessible infrastructure, indirectly calling for equipped HEIs’ buildings. SDG17 specifies the importance of the disability disaggregated data, indirectly noting the important role of the SWDs’ monitoring system on their inclusion.

Essentially, the SDGs contribution to SWDs’ inclusion in HEIs is made clear in only four areas: equality (SDG4 and SDG10), infrastructure (SDG4 and SDG11), capacity building (SDG8), and monitoring data (SDG17). While these four dimensions primarily support the inclusion concept, they miss a comprehensive vision of solidarity (Hove et al., 2018; UNDP, 2013) which terms SWDs’ social and academic engagement (Pappas et al., 2018).

Convention on the Rights of Persons with Disabilities (CRPD)

This convention was developed to promote, protect, and ensure persons with disabilities’ full and equal enjoyment of all human rights and fundamental freedoms, and to promote respect for their inherent dignity (Hanson, 2011). Article 24 describes ways to realize these human rights, defining disability to be “an evolving concept that results from the interaction of persons with impairments, on the one hand, and attitudinal and environmental barriers on the other” while defining people with disabilities to be “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (Hanson, 2011, p 80). Using these definitions, the CRPD’s eight guiding principles (Figure 5: CRPD Eight Guiding Principles) articulated the actions that encourage SWDs’ inclusion, defining inclusion to be any act that help SWDs to sense a personal worth of engagement and being able to equally contribute to the achievement of anticipated learning outcomes (Nind, 2014; Glazzard, 2014; Hehir et al., 2016; Lord and Stein, 2018; Cologon, 2019). In summary, exclusion is the result of a barrier to the individual’s ability to participate fully, and not the result of the individual’s inherent inability to participate.

Figure 5: CRPD Eight Guiding Principles



(Schulze, 2020)

Remarkably, the CRPD was criticized for its possible applicability to diverse countries (Walker, 2014). Nonetheless, article no. 33 on the national implementation and monitoring puts forward an outline to contextualize the convention, highlighting actions on different socioecological levels i.e., interpersonal, institutional and community levels (Figure 6: CRPD’s Implementation Outline for Inclusion) (United Nations, 2020). This

outline (being a legally binding treaty for Egypt which ratified the convention in 2008), highlights the necessity of having intertwining efforts to be able to apply inclusion.

Figure 6: CRPD's Implementation Outline for Inclusion



The Special Educational Needs and Disability Framework (SEND)

SEND is investigated here for being the statutory guidance for organizations supporting young people with special educational needs. While SEND is not a binding agreement in Egypt, it is investigated for identifying inclusion eligibility criteria (Figure 7: SEND's Eligibility Criteria for Inclusion). These criteria both widen the spectrum of inclusion and limits it at the same time. They widen the spectrum through including not only SWDs but also those with learning difficulties - even if they do not have a disability. On the other hand, they limit the inclusion spectrum by excluding SWDs if they can manage to achieve the learning outcomes and use the facilities - even if they do have a disability.

Figure 7: SEND's Eligibility Criteria for Inclusion



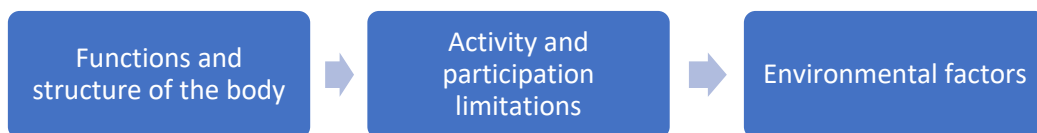
Crown, 2015

In this manner, the SEND framework sets two parameters of inclusion: academic performance and social usage of facilities (Crown, 2015). Such parameters rely on understanding students' needs through constructed evidence, opening a room for permanent cases (e.g., the visually impaired) and the occasional cases (e.g., a cancer patient).

International Classification of Functioning, Disability and Health (ICF)

Like the SEND framework, the ICF is another conceptual framework defining eligibility criteria for inclusion. The ICF focuses on what SWDs do or can do, recording their problems (Figure 8: ICF's Eligibility Criteria for Inclusion).

Figure 8: ICF's Eligibility Criteria for Inclusion



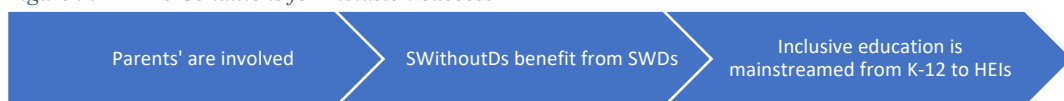
Kostanjsek, 2011

In fact, the ICF helps to enable an understanding of disability as an outcome of interactions between health conditions (disorders) and contextual factors (WHO, 2020), thus determining students' functionality (Maxwell et al., 2018) on all socioecological levels (WHO, 2007). The ICF, like the SEND, highlights the role of the constructed evidence in deciding on the targeted group of inclusion (Kostanjsek, 2011). In brief, the ICF recommends arraying a pre-determined outcome of inclusion that considers students' functionality, mapping backward the inclusion policy path (Madden et al., 2014).

Individuals with Disabilities Education Act (IDEA)

IDEA¹ is an international act, that although not binding to Egypt, it is investigated for its value in determining the conditions that support inclusion's success. As debated by Whirley et al. (2020), these three conditions (Figure 9: IDEA's Conditions for Inclusion Success) need to be integrated across different socioecological levels, to support the inclusion's success.

Figure 9: IDEA's Conditions for Inclusion Success



Lindstrom and Beno, 2020; UNESCO, 2015

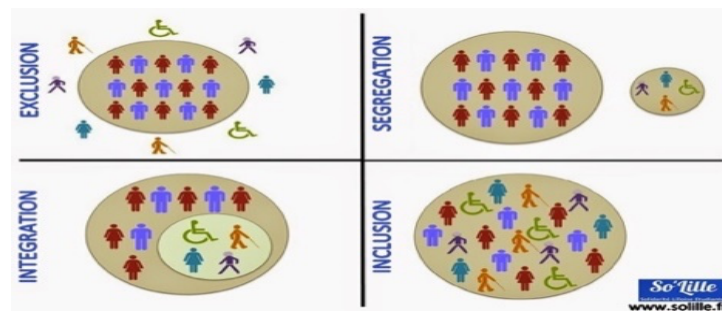
¹ Is a US law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children (Edgerton, Fuchs, and Fuchs, 2020)

II.2. Part-Two: Inclusion

Inclusion Conceptual Confusions at HEIs

The inclusion of SWDs at HEIs, according to the global conceptual updates² (Figure 10: Conceptual Development of Inclusion), is designed to be a holistic approach, building on the solidarity concept discussed above. That said, aligning several solidarity measurements together (e.g., increased accessibility, capacitated faculty staff, inclusive pedagogy, and curricular design, supporting culture, and supplementary practices) (Lyner-Cleophas et al., 2014; Livingston-Galloway, 2021; O’Shea et al., 2016).

Figure 10: Conceptual Development of Inclusion



Montes Alti Educational Foundation, 2020

In the past, HEIs too often focused on accessibility, being the easy dimension in application, leaving behind other inclusion’s solidarity measurements (Barton and Armstrong, 2008). The limited experiences in unveiling these measurements built the inclusion’s contested nature. However, with the recent extended number of SWDs at HEIs and the dominant voices of SWDs, inclusion practices have gradually begun to claim conceptual discussions of a holistic nature (Collins et al., 2019), emphasizing aspects that enable a deeper understanding of its dimensional measurements. These aspects are: the incubated disability model (i.e., medical versus social), inclusion intended outcome, and inclusion as a practice of excellence (Amor et al., 2019; Hill et al., 2020; Byron, 2020).

² Several paradigm shifts have been taking place to define inclusion. This started with the old conventions like the Declaration on the Rights of Mentally Retarded Persons in 1971 and the Declaration on the Rights of Disabled Persons in 1975 (Hansen, 2011, p. 76), and continued through the development of the UN Standard Rules for the Equalization of Opportunities for Persons with Disabilities in 1993, and concluded by the CRPD in 2006 (Hansen, 2011, p. 77).

Inclusion and the Disability Models

With its contested nature, only when inclusion is perceived as a social act is when HEIs (from a social model lens) deal with SWDs as people with diversity and “customers of what society has to offer” (Amponsah-Bediako, 2013, p. 122). This direction makes HEIs admit that “problems reside in the environment that fails to accommodate people with disabilities” (Roush and Sharby, 2011, p. 1717), believing that “there are no students with learning difficulties, only adults with teaching difficulties” (Frederickson and Cline, 2015, p. 40). Thus, HEIs work on identifying SWDs’ needs and suggesting needed changes in the systems, being more determined about mapping out an approach to inclusion (i.e., supportive practices and encouraging norms). Eventually, while the mapped inclusion approach that HEIs follow may still not be sufficiently effective, its experimentation adds to the HEIs’ experiences, thus in time clearing some conceptual confusions and leaving HEIs with enhanced practices.

On the contrary, HEIs incubating the medical model burdens SWDs with the responsibility of adapting themselves to their societies, who are likely to be more rejecting (Roush and Sharby, 2011; Retief and Letšosa, 2018; Wells-Jensen and Zuber, 2020; Hussain, 2021). HEIs incubating the medical model perceive SWDs as “dependent upon society” (Amponsah-Bediako, 2013, p. 122), having no trigger to exert any effort in changing their educational systems. Nevertheless, while the medical model is usually unwelcome, Miller (2005) argued that this model may still have an unintended benefit which is giving SWDs an opportunity to enhance their self-reflexivity and be more empowered and adaptive (Bingham et al., 2013) through challenging diversified educational communities (Lawson and Beckett, 2021). Triano (2000) also confirmed this vision, by assuring that the medical model frames SWDs as ‘fighters’ for a change, which sometimes may be a strong trigger for HEIs to change their educational systems (Triano, 2000). Nonetheless, despite its unintended benefits, incubating the medical model discourages HEIs from mapping much-needed changes to assist in removing SWDs’ barriers in HEIs, charging the accommodation responsibility to SWDs.

In brief, the way HEIs respond to SWDs' impairments/differences is critical in determining the necessary arrangements needed to accept these differences. The condition of disability strictly depends on the impairment on one hand and the contextual factors on the other hand, guiding the expected inclusion solution/policy. Thereby, this endorses Kingdon's (1984) argument that many different solutions exist to any problem if the society was successful to deal with the ambiguity of defining the problem.

Inclusion Intended Outcome

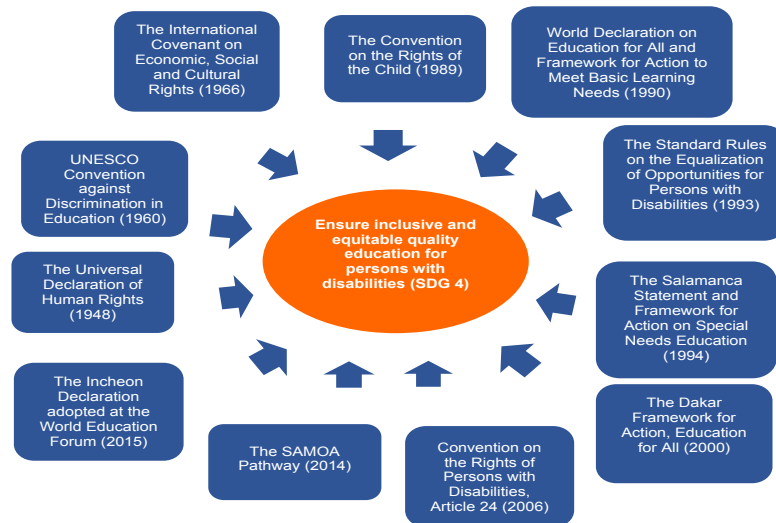
Besides the impact of the type of the disability model incubated, as debated by Kioko and Makoelle (2014) inclusion is challenged by its intended outcome of treating all students as equals in potential, capitalizing on each other's strengths. The fact that this outcome requires HEIs to center the SWDs' needs at the heart of the university's mission, living the "dilemma of difference" (Cologon, 2019) and having SWDs' voices heard to spell out the complexities they face (Hosein and Rao, 2019), builds a more contested nature for inclusion. This is because HEIs are challenged by their ability to adopt viable programs for all students, align efforts and resources to build an enabling environment, and promote inclusive norms across the community (Asai and Bauerle, 2016).

Moreover, trends and shifting understandings of SWDs' inclusion at HEIs, as argued by Glazzard (2014) and Norwich (2013 as cited in Nind, 2014), are also triggered by SWDs' diversified capabilities to challenge their own culturally bounded assumptions. If these capabilities are not well understood, they bring a vague mode of inclusion that makes it hard to be detailed and summarized in a policy (Slee and Allan, 2001). Eventually, understanding SWDs' diversified capabilities makes inclusion look different in different contexts, in which yet SWDs' engagement remains a governing measurement of inclusion's success.

Inclusion as a Practice of Excellence

To sidestep inclusion's conceptual confusions and move forward with SWDs' expanded accessibility to HEIs, the global frameworks (Figure 11: Global Frameworks Perceiving Inclusion as a Practice of Excellence) recommended dealing with inclusion as a practice of excellence.

Figure 11: Global Frameworks Perceiving Inclusion as a Practice of Excellence



United Nations, 2018, p. 99

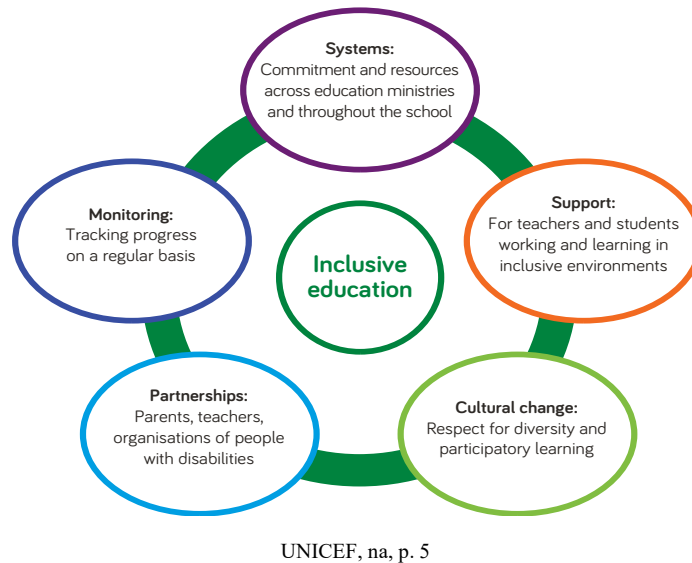
This means adding value to the needed setting for addressing SWDs’ specific needs (Liu et al., 2011; United Nations, 2018; Martin et al., 2019). In other words, going beyond the managerial/logistic actions and being intentional in resolving all tensions SWDs’ face resulting from the daily practices. As argued by Minow and Singer (2010), since these tensions are on-going, inclusion ought to be intentional, advancing it from only being an equality of opportunities to also being an equality of outcomes (Norwich, 2013 as cited in Nind, 2014; Norwich and Koutsouris, 2017). Notably, applying inclusion as a practice of excellence is very challenging given the needs required e.g., “financial resources, physical resources... intellectual resources, and organizational and regulatory mechanisms” (Liu et al., 2011, p. 10; Wang, 2009; Allman, 2013). Due to this fact, HEIs’ possible adoption of inclusion as a practice of excellence is correlated to their stakeholders’ capacities to grasp complexities and plan/budget for them (Fovet, 2020). Concisely, as debated by Weyrauch (2016), HEIs’ lack of capacity complicates their practice of inclusion as an excellence, which in return threatens the development of inclusion policy/solutions.

Inclusion at HEIs

Building on the previous discussions, capacitated HEIs practicing inclusion requires them to effect intentional changes to their management value system on five levels:

systems, support, cultural change, partnerships, and monitoring (Figure 12: Inclusion Required Accommodation) (Bampi et al., 2014; Masuku et al., 2021). Changes on these five levels support HEIs to address SWDs’ specific learning needs, moving from referencing only the body disability to the body’s function and structure alongside social participation (Bampi et al., 2014).

Figure 12: Inclusion Required Accommodation



Barriers to Inclusion at HEIs

While transforming HEIs’ management value systems to be intentional to the inclusion reform, HEIs may still face barriers (Ainscow, 2005). Inclusion managerialism and performativity need to be constantly monitored to deal with these barriers, as needed. Barriers varies between conceptual, institutional, and teaching/learning barriers. Firstly, the conceptual barrier is the lack of understanding of inclusion (Zabeli et al., 2021). Secondly, the institutional barrier is the lack of knowledge of students’ challenges and/or willingness to resolve the existing challenges and thirdly; the teaching and learning barrier is the lack of adaptation and/or resilience to curriculum design and pedagogical methods (Zabeli et al., 2021).

Conceptual barrier

If inclusion is static, dealt with as a detached factor, and misses on-the-job coordination and interaction (Edgerton et al., 2020), then inclusion becomes a conceptual barrier

(Mukherjee et al., 2021). This barrier, as highlighted by Corby et al. (2018) is resolved by continuously understanding what inclusion should entail, grasping the inclusion on the basis of empirical evidence from members across all socioecological levels - including students, professors, and institution (Dukes et al., 2017). Evidence may include assessment of learning, service delivery, evaluation metrics, and standards of practice, performance, or ethics, etc. (Dukes et al., 2017, p. 115). Eventually, reaching a reasonable amount of evaluative evidence of inclusion, increases its efficacy and sustainability.

Institutional Barrier

If inclusion is not a whole-of-institution issue and is separated from the institution's levers (system, structure, and skills), then inclusion becomes an institutional barrier (Mukherjee et al., 2021). This barrier, as highlighted by Pecci et al. (2020), is resolved by having a multi-levelled leadership which supports scaffolding, thus reinforcing the development of an intended inclusion. This intended inclusion as evidenced by Frawley et al. (2020) depends upon the existence of value-driven participation from leaders on all socioecological levels. This means getting engaged in a culturally competent setting "which has a moral dimension with a focus on and commitment to ethics, moral purpose, values and beliefs, the appreciation of diversity and the establishment of authentic relationships" (Russell and Sherwood, 2020, p. 351) - ultimately, as concluded by Moses (2014), avoiding the institutional barrier requires inclusion to be "everyone's job" (p. 5) on all socioecological levels.

Teaching and Learning Barrier

Four factors were identified by Papadakaki et al. (2022) as causing a teaching and learning barrier: a misleading understanding of professors' roles, pedagogical unawareness, lack of infrastructure and facilities, and incapacitated professors' personal attributes. Moriña et al. (2020) prioritized the effect of the professors' roles noticing that professors' actions inside the sessions build students' relations and influence the learning environment. Professors' actions either encourage students' abilities to accept and value each other's contribution - or in fact do the opposite. Additionally, according to Moriña et al. (2020) professors' actions affect the possible provision of necessary pedagogical

adjustments that guarantee the inclusion and continuation of students. Cotan et al. (2021) aligned with the previous thoughts, noting that faculty members should be perceived as advisers whose main role is to facilitate and foster students’ interactive ability to construct their own knowledge. Finally, as revealed by Papadakaki et al. (2022), avoiding teaching and learning barriers requires teachers "to modify the teaching procedures and hold unfavorable attitudes about adopting different approaches to meet the diverse needs of students” (p. 11).

In brief, solutions suggested for the above three barriers (Figure 13: Types and Causes of Barriers to Inclusive Education) strongly influence the development of the inclusion policy/solutions, marking actions that can be taken to effect HEIs’ management change. These suggestions include the principles that guide policy priorities; local context views and actions; and the criteria that are used to evaluate inclusion efficacy. Overly, inclusion should focus on increasing HEIs’ capacity to support the participation and learning of an increasingly diverse range of learners, whether with or without disability while securing inclusion provisions (UNESCO, 2005).

Figure 13: Types and Causes of Barriers to Inclusive Education

Conceptual Barrier	Institutional Barrier	Teaching and Learning Barrier
<ul style="list-style-type: none"> • Lack of understanding of inclusion • On-the-job coordination 	<ul style="list-style-type: none"> • Lack of knowledge on SWDs' challenges • Whole-of-institution issue 	<ul style="list-style-type: none"> • Lack of adaption to inclusive curriculum design • Professors' capacities

II.3. Part-Three: The Policymaking Processes and Frameworks

Policymaking Process

The policymaking processes, as endorsed by the ICF, starts by having a desired policy outcome, collecting evidence about where we stand from this outcome, thus drawing the needed path for achievement (Geet et al., 2021; Mukherjee et al., 2021). A learning agenda should go in parallel to specify the key decision points, thus enhancing policymakers’ capacity to make effective decisions (Peters et al., 2018; Bali et al., 2019). If this policymaking process is completed, knowledge around the 3Ps will be determined, targeting a rational decision-making process (Ainscow, 2005, p. 113). With this in mind,

the policymaking processes’ success is correlated with the policymakers’ capacities to build a ‘policy design fit’, in which a holistically aligned package of goals, approach, and outcomes is developed, thus capitalizing on; operational context-based objectives, and policymakers’ motivation (Mukherjee et al., 2021).

For operational context-based objectives, policymakers as debated by the contextual factor framework (CFF) (Figure 14: Comparison between the Contextual Factor Framework versus SEF’s Components) are necessitated to continuously collaborate (with stakeholders), learn (from running experiences) and adapt (as evidenced) (Shogren and Wehmeyer, 2014; Pérez-Soba and Dwyer, 2016), building an enabling environment for SWDs in regular education settings (Tomoaia-Cotisel et al., 2013; Mitchel, 2015).

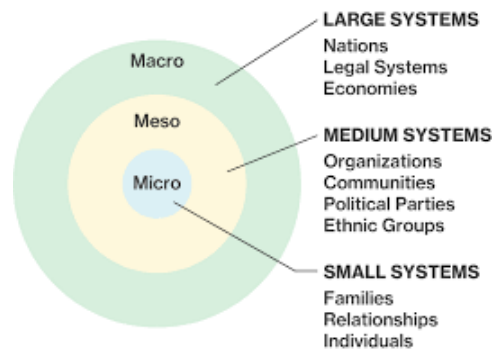
Figure 14: Comparison between the Contextual Factor Framework versus SEF’s Components

Contextual Factor Framework	Socioecological Framework
<ul style="list-style-type: none"> • (1) The practice setting • (2) The larger organization • (3) The external environment • (4) Implementation pathway • (5) The motivation for implementation 	<ul style="list-style-type: none"> • (1) Policy-related environment • (2) Community-context • (3) Organizations responsible for policy implementation • (4) Interpersonal connections • (5) Resources’ distribution

For policymakers’ motivation, three causes were commonly discussed in the literature. Firstly, the type of the goal policymakers incubates; a ‘mastery’ goal (i.e. work to improve their skills), or ‘performance’ goal (i.e. work to demonstrate competence among others) (Juned et al., 2020; Liem, 2021). Secondly, the environment’s complexity level: motivational environments are more likely to push policymakers to make successful decisions, (Strunk et al., 2021; Harwood and Thrower, 2020). Thirdly, the ability to create evidence (Eden and Wagstaff, 2021). Henceforward, these three causes are affected by “the consideration of contextual factors and forecasts on their development within which policies are embedded” (Spyridaki et al., 2016, p. 294). Nevertheless, an unanswered question remains - which level can best inform the policymaking process advocacy?

It is still debatable in the literature which socioecological analytical level (i.e., macro, meso, micro) (Figure 15: SEF's Analytical Levels) can best inform the policymaking process advocacy.³

Figure 15: SEF's Analytical Levels



This study aligns with Geet et al.'s (2021) assumption that “the macro-level is characterized by long-lasting stability; at the meso-level instances of policy change will occur in a higher frequency; and the micro-level is most dynamic” (p. 633). This belief is built upon the fact that inclusion cannot be affected without the realization of the individuals’ problems and the identification of possible solutions within small systems. This is the reason why adapting inclusion on all levels remains essential, yet resilience is most likely to happen at the micro-level where SWDs’ challenges are supported by policymakers and influenced by policy entrepreneurs - thus intensifying the intentionality of creating a policy window for change (Koebele, 2021). In brief, advocating the policymaking process is most likely to happen at the intrapersonal and interpersonal socioecological levels, where most stakeholders are involved in the problem solving and their ability is cultivated to develop, communicate, implement, and track the policymaking process.

³ That seek to add and/or change official policy or legislation

Chapter III: Contextualization

III.1. Egypt's Sustainable Development Strategy 2030 (SDS 2030)

Inclusion is covered in Egypt's Sustainable Development Strategy 2030 (Egypt-SDS 2030) through its "social dimension" standalone pillar, combining both social justice, and education & training components. This pillar focuses on strengthening the "relation between education and society" through considering "educational aims, methods, institutions, administration and curricula in relation to the economic, political, religious, social and cultural forces of the society in which they function" (Cerych, 1968, p. 4), thus reinforcing a socioecological dimension for the pillar. Nevertheless, as discussed above, the policy design fit of this pillar is doubtful, given the misalignment between its socioecological targets and their relevant objectives.

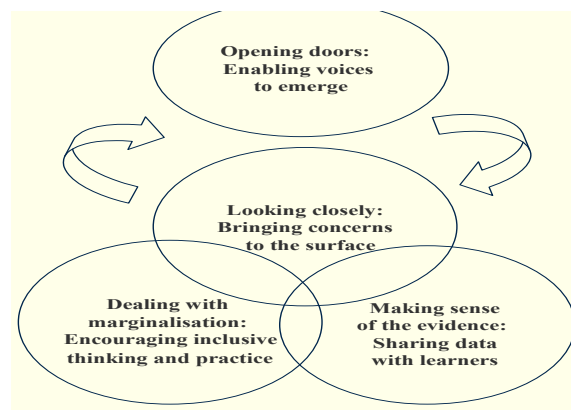
Like the SDGs, the Egypt-SDS 2030 social pillar's objectives are limited to availing and providing education for all without discrimination (i.e., accessibility and quality education) excluding any dimensional accommodating aspects on the socioecological levels. Indeed, Egypt-SDS 2030's absence of inclusion objectives and indicators leaves the inclusion concept uncertain, and thus hinders its stipulation in HEIs (Ministry of Planning, Monitoring and Administrative Reforms, 2018).

III.2. The National Scientific Research and Higher Education Sectoral Strategy

The Egyptian HEIs are governed by the National Scientific Research and Higher Education Strategy. This strategy is ruled by eight values, none of which tackles inclusion (Ministry of Higher Education and Scientific Research, 2019). The focus of the strategy is on enhancing research to inform decision making. The only indirect mention of inclusion made in this strategy is in phase two where the strategy aims at "exploring and applying the deliverables of the Egyptian scientific research to contribute to solving the urgent problems that suppress society" (Ministry of Higher Education and Scientific Research, 2019, p. 70). This indirect aim provides minimal possible consideration of inclusion only if it is perceived as a problem that suppresses society. Thus, according to this strategy, a proper consideration of inclusion in Egyptian HEIs is only possible if research evidences the need for inclusion.

For research to evidence the importance of inclusion, as debated by Lloyd et al. (2016), individuals must have the ability “to develop connectedness and to engage with decision making...and to participate in the running of their communities and the development of government policy” (p. 305). This necessitates SWDs to be perceived “as partners in the construction of their success and co-conspirators with an active role whereby university staff speak with” (Allen and Nichols, 2017, p. 124) (Figure 16: Demonstration of SWDs' Engagement in Decision Making). Nonetheless, as alerted by Hosein and Rao (2019), SWDs' voices are not always actively formal (i.e., a strong partnership), yet they can be passively assumed (i.e., limited power), thus presenting a risk factor for inclusion.

Figure 16: Demonstration of SWDs' Engagement in Decision Making



Messiou, 2013, p. 88

In Egyptian HEIs, “participation is the main challenge to Egyptian university governance” (Jaramillo, 2012, p. 118). Legalizations supporting SWDs’ participation is weakly presented at the HEI level. An example of this representation can be seen in Student Unions in Egyptian HEIs, where these unions are not able to guarantee that SWDs’ voices are heard (Hosein and Rao, 2019). That is why, as suggested by Czerniawski and Kidd (2011), a ‘cultivated leadership’ is determined as a key factor of success for having SWDs’ voices heard, thus evidencing the importance of inclusion. As discussed in the earlier discussion on conceptual barriers, empirical evidence of inclusion as a societal issue needs to be resolved, otherwise inclusion will simply not be mandated within this sectoral strategy.

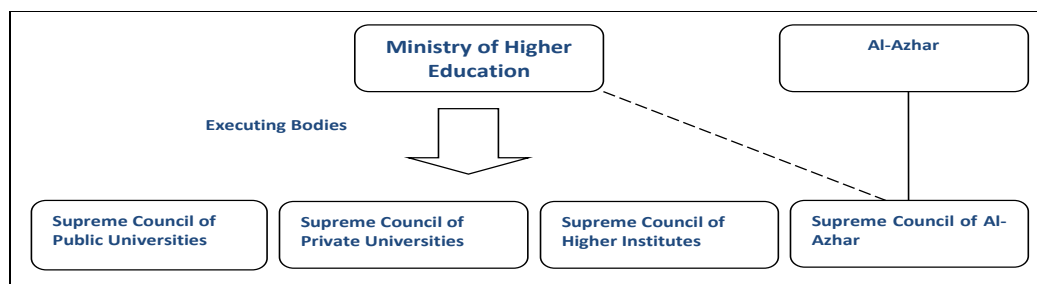
III.3. Egyptian Constitution

The Egyptian constitution “prohibits discrimination on the basis of disability in the enjoyment of all civil, political, economic, social and cultural rights” (Equal Rights Trust, 2018, p. 262). Whereas ‘discrimination’ was defined in the Egyptian law (no. 10, 2018, article 3) as “any exclusion, restriction, denial or invalidation of any of the fundamental human rights or freedoms established by the constitution or any other legislation” (Equal Rights Trust, 2018, p. 59; Ministry of Social Solidarity, 2019), ‘enjoyment’ has never been defined. With this lack of definition of enjoyment of rights, the constitution marks theoretical deficiencies, sustaining an ambiguous definition of inclusion.

Moreover, the Egyptian constitution’s (article 81) wording is also unclear about making “reasonable accommodation” to SWDs through “equipping public utilities and their surrounding environment” (Equal Rights Trust, 2018, p. 56). Again, the terms ‘reasonable’ and ‘surrounding environment’ were left undefined, therefore involving wide spectrums of expectations.

More importantly, the five governmental bodies (Figure 17: Egyptian Five Governmental Bodies Responsible for HEIs) which are responsible for developing and implementing the Egyptian HEI’s general policies (European Union, 2017; El-Said, 2014), have no evidence of “training or preparation on how to run an inclusive community” (Hayes and Bulat, 2017, p. 15). Having said that, the policy context factor evidences insufficient support to SWDs’ inclusion, underlining a clear policy-implementation gap at the legal framework level (Meadows et al., 2014).

Figure 17: Egyptian Five Governmental Bodies Responsible for HEIs



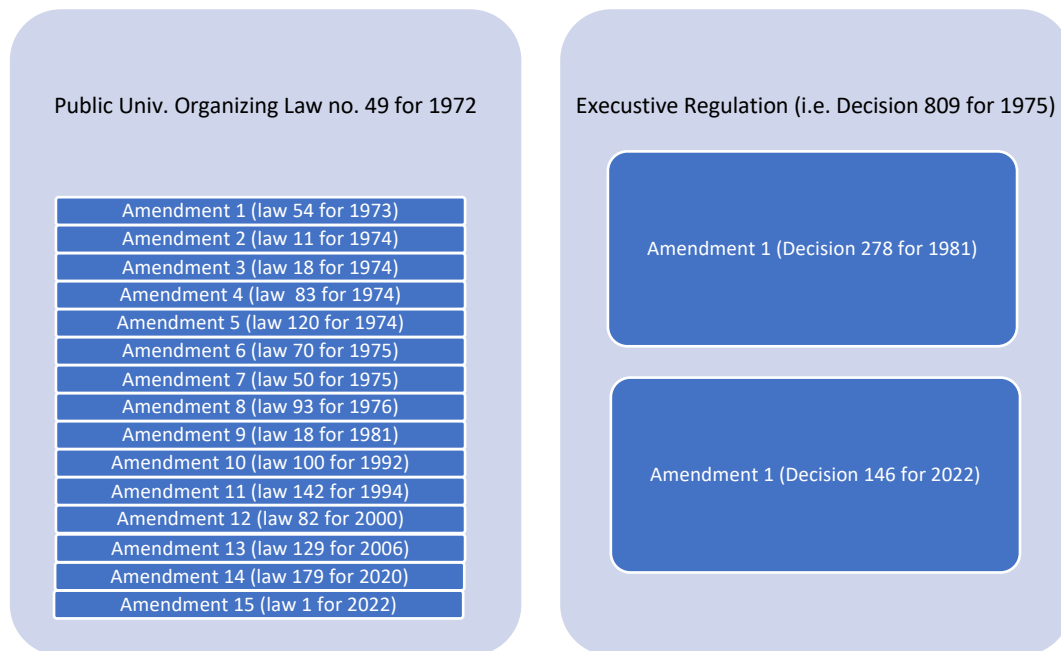
European Union, 2017, p. 6

III.4. HEIs Egyptian Organizing Law

The Public Universities

The two public universities examined (Public 1 and Public 2) follow the Universities Organizing Law No. 49 of 1972. (Figure 18: Egyptian Public Universities Organizing Law, Executive Regulation, and Amendments)

Figure 18: Egyptian Public Universities Organizing Law, Executive Regulation, and Amendments



This law was established to guarantee universities' independence and to align between universities education and society's needs. The law appoints the Supreme Council of Universities (SCUs) for planning the general policy for education and research, coordinating between universities, and developing their admission policies and enrollments. With this law (i.e. no. 49 of 1972) including its amendments⁴ and executive

⁴ The Public University Organizing Law was amended as follows: **Amendment 1 (law 54/1973)** specifies the governmental universities that are committed to this law and highlights the structure of the faculties' departments. **Amendment 2 (law 11/1974)** clarifies the Associate Professor status. **Amendment 3 (law 18/1974)** clarifies the status of Zagazig university. **Amendment 4 (law 83/1974)** clarifies the status of the above age professors. **Amendment 5 (law 120/1974)** clarifies the Assistant Professor status. **Amendment 6 (law 70/1975)** clarifies the status of Helwan university. **Amendment 7 (law 50/1975)** explains the remuneration of the faculty staff. **Amendment 8 (law 93/1976)** clarifies the status of Suez Canal, Menoufia, Minia universities. **Amendment 9 (law 18/1981)** specifies the composition of any university council. **Amendment 10 (law 100/1992)** specifies the possible establishment of faculties and institutes inside universities. **Amendment 11 (law 142/1994)** assigns the minister of higher education as the president of the supreme council of universities. **Amendment 12 (law 82/2000)** recommends the establishment of a social and health fund for faculty staff. **Amendment 13 (law 129/2006)** clarifies the status of Kafr El-Sheikh and Sohag universities. **Amendment 14 (law 179/2020)** gives the minister the authority of changing the education plan or assessment plan to secure full delivery of the content,

regulation (i.e. decision no 809 for year 1975)⁵ public universities are given some autonomy to build an inclusive education, within the overall guided boundaries (Loveluck, 2012). Eventually, the law's articles focus on accessibility as a primary mean of inclusion (guided by the global frameworks), differentiating between SWDs that are eligible to apply for faculties based on their scores, versus those with low secondary scores who are granted exceptions to become enrolled in arts faculties.

For SWDs who are eligible to apply, applications are submitted to the HEIs admission office, same as their counterparts, and they are required to pass the capabilities exam and/or the personal interview, if required (Ministry of Higher Education, 2020). The decision of their enrollment (as well as the SWWithoutDs) is signaled in five different articles in the executive regulations of law no. 49 for 1972 (Figure 19: Relevant Articles in the Law Regarding SWDs' Enrollment at HEIs) (Ministry of Higher Education, 2006).

Figure 19: Relevant Articles in the Law Regarding SWDs' Enrollment at HEIs

Executive Regulation of Law no. 49 for 1972 (i.e. Decision no. 809 for 1975)	
Article no. 74	<ul style="list-style-type: none"> The SCUs decides on the number of students to be enrolled in each faculty, based on the suggestions raised by the Universities' Councils that are guided by the Faculties's Councils
Article no. 75	<ul style="list-style-type: none"> Bullet 2 specifies that students' enrollment is conditioned by the medical examination eligibility which is required to prove that students' capability of pursuing their study in the faculty they applied for, in accordance with the rules set by the Supreme Council of Universities and the Faculties' Councils
Article no. 26	<ul style="list-style-type: none"> The Dean is responsible for applying the decisions taken by the Faculties' Councils
Article no. 27	<ul style="list-style-type: none"> The Faculties' Council is to establish six committees, among which is the "Committee of Students Affairs" from its members and other members from the faculties' staff and specialities
Article no. 28	<ul style="list-style-type: none"> The "Committee of Students Affairs" is charged eight responsibilities, two of which are mostly relevant to the study. First, responsibility no. 2 which is sharing opinions on students' enrollment (acceptance, rejection, track change). Second, responsibility no. 6 which is developing an educational policy for students, in which students in each academic year is to have an "Academic Advisor" from the faculty staff supported by any of the Assistant Professors to meet students on periodical basis to handle their academic challenges, mentor them and resolve any issues they have.

after taking the approval of the Supreme Council of Universities. *Amendment 15 (law 1/2022)* gives the professors the right to continue their academic career after reaching the age of 60.

⁵ The executive regulation of the organizing law was amended as follows: Amendment 1 (decision no. 146/2022).

Firstly, article no. 74 specifies that the SCUs decides on the number of all students' enrollments per academic year based on the *recommendations raised by the universities and faculties' councils* (Ministry of Higher Education, 2006). That said, universities and faculties are the ones who make decisions on the number of students they can enroll each year. Yet, there is lack of evidence on faculties' guidance to any inclusion consideration when they estimate their capacity of service.

Secondly, article no. 75 conditions students' *medical examination eligibility* to be able to enroll in HEIs (Ministry of Higher Education, 2006). Eligibility is supposed to be based on specific criteria (i.e., rules) set by the faculties' councils. Yet, the only announced criteria on the SCUs' website are for requirements for newly introduced programs⁶, in addition to capacity tests⁷ for specific faculties. There is no mention on the SCUs' website of the eligibility criteria for medical examinations. This gives the Faculties' Councils the opportunity to deviate from the means of inclusion depending on the deviation of their perceptions of inclusion.

Finally, articles no. 26, 27 and 28 assign the faculty's council the responsibility of establishing a *Committee of Students' Affairs* that is accountable for eight tasks, two of which are very important (Ministry of Higher Education, 2006). Firstly, *making decisions on students' enrollment* (acceptance, rejection, changing track/faculty), and centralizing the final decision of accessibility (Ministry of Higher Education, 2006). Secondly, *developing an educational policy* for students, and having an *Academic Advisor* supported by an Assistant Professor responsible for handling students' academic challenges; mentoring them and resolving any issues they may have (Ministry of Higher Education, 2006). These articles put the decision of SWDs' enrollment in the hands of the committee's members, again leaving it up to their understanding of inclusion. Furthermore, these articles go beyond accessibility and influence SWDs' lives inside HEIs through the Academic Advisor's understanding of inclusion. Based on the above, faculties' full authority over SWDs' accessibility and life inside the universities evidence a loophole in the law – for two reasons: firstly, the absence of clear inclusion guidelines; and secondly, SWDs' petitions on the faculties' decisions are made through the SCUs,

⁶ SCUs announced eligibility criteria for newly introduced programs can be found here <https://scu.eg/ebooks/programsGuide2021>

⁷ SCUs announced capacity tests for eleven faculties can be found here https://scu.eg/pages/qodrat_tests

which refer petitions back to the faculty (Figure 20: The Development Path of the Faculty’s Committee of Students’ Affairs), thus limiting any possible opportunities for change. With that, there are rare chances for SWDs to capitalize on their high secondary scores and achievements to join their desired faculties.

Figure 20: The Development Path of the Faculty’s Committee of Students’ Affairs



For SWDs with low secondary scores (i.e., 50% in secondary education or at least 70% in technical education) they can exceptionally apply directly to a limited number of Faculties of Arts according to their specific type of disability as defined by the Ministerial decree no. 2555 for year 2020⁸ (article no. 12) (Ministry of Higher Education, 2020; Saad, 2022). Students with a physical disability may only apply to the faculties of Arts, Commerce, and Law, provided that their disability does not prevent them from making notes from their lectures (Saad, 2022). Visually impaired students may only apply to the faculties of Arts, Science, Alsun, Law and Social Service; and deaf students may only apply to the faculties of Special Education and Home Economics (Saad, 2022). In order to benefit from this exception, two conditions must be met. The first is that the faculties’ internal regulations accept the type of secondary certificates the SWDs have, and the second is that the SWDs’ complete the proficiency or aptitude test required by each faculty. Applications’ acceptance is made by the Central Medical Committee of each university. This committee carries out the shortlisting for SWDs’ choices based on each disability’ implications. If the shortlisted faculty is not suitable, SWDs have the right to place a petition against the committee’s decision. However, according to Saad (2022), once re-examination takes place and a new decision is made, it is then mandatory for SWDs. With that, SWDs with low scores are bound by law to receive a fair opportunity to continue their education, through securing their accessibility (Saad, 2022).

⁸ Full access to the ministerial decree can be found on <https://www.docdroid.net/13Fb3rw/shbk-alkoanyn-oalahkam-almrsy-alokayaa-almrsy-alaadd-180-tabaa-a-fv-13-aghsts-lsn-2020-pdf#page=2>

In terms of benefits available, all SWDs have the right to some benefits at HEIs which are offered by two different ministries. Firstly, according to Ghayat (2014), the Ministry of Higher Education (MoHE) mandates:

1. Exempting SWDs from the ‘geographical distribution’ condition.
2. Exempting SWDs from paying ‘tuition fees’, if their financial inability is proven by virtue of social research investigation issued by the competent ministry.
3. Offering ‘electronic books’ for visually impaired students.
4. Assigning ‘Academic Supporters’ with an adequate level of relevant knowledge to support visually impaired students during exams, or as needed.
5. Accommodating the infrastructure for newly constructed buildings.
6. Prioritizing housing for SWDs, with the exemption from accommodation and subsistence expenses, facilitating their access to meals, and providing them with equipment that will help to guarantee their academic achievement.
7. Enforcing ‘technological rehabilitation’, by equipping campuses with essential devices e.g., computers, speaking programs, LED screens and Braille printers.

In addition, the Ministry of Social Solidarity (MOSS) offers another package of benefits to SWDs, including (Ghayat, 2014):

8. Granting a ‘disabled identification card’ for SWDs, which gives discounts on public transportation and in public social housing buildings.
9. Offering a ‘monthly stipend’ to visually impaired students during their years of study, unless they have exceeded a maximum number of failures.
10. Granting a ‘motorcycle fund’ to students with physical disability, if needed.

With the help of the above-mentioned monetary governmental benefits, SWDs are encouraged to join HEIs. Herewith, support measures are provided to maximize accessibility to HEIs, partially covering the goal of inclusion.

The Private Universities

Both private universities are governed by Law no 101 for the year 1992 and its executive regulation decree no 219 for the year 2002. This law stipulates the necessity of having counselors inside private universities representing the government and mandated by the follow-up on the implementation of the government directions. This law gives the private universities the right to decide on the admission and accommodation policies, given that they do not contradict with any of the governmental directions. That said, to a large extent private universities in Egypt have full autonomy to decide on their intended, resourced, and systemized policies. Therefore, applying inclusion in private universities is more likely to happen, compared to public universities due to the greater freedom ascribed to private institutions.

III.5. SWDs Egyptian Law

The following paragraphs critically highlight SWDs' rights in the Egyptian law no. 10 of 2018. For each referenced article, implications on the nature of the 3Ps are emphasized below.

SWDs Definition: The law defines “a person with a disability as any person who has a full or partial disorder or impairment for a long-term be it physical, mental, intellectual or sensory; if this disorder or impairment is stable; and which in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with the others” - (*article 2*) (National Council for Women, 2020, p. 8). *Disorder* is defined by law to be either “structural, functional or psychological deficiency affecting a part, an organ, or a system in the human body” - (*article 3*) (National Council for Women, 2020, p. 9). The words “Long-term” and “Stability” set two conditions for a disorder or impairment for a student to be categorized as disabled, thus excluding other cases. For example, a student suffering from epilepsy is ineligible to receive a special needs education. In this way, the definition of inclusion according to the Egyptian law is strict in its categorization of SWDs, similar to the CRPD compared to the SEND, thus limiting the targeted segment that can make use of inclusion policies in HEIs.

Equal opportunities: The law articulates the necessity of securing “equal opportunities between persons with disabilities and others” (*article 4*) - (National Council for Women, 2020, p. 16), in which “Governmental and non-governmental ...institutions shall abide by the rules and policies of educational inclusion of persons with disabilities and provide equal educational opportunities suitable for all types and degrees of disabilities” (*article 11*) - (National Council for Women, 2020, p. 29). Two issues are identified here. First, the law gives more weight to the equitization of services rather than the accommodation of these services. Second, although the law compels educational institutions to be committed to the policies of inclusion, no reference/source was made/mentioned to such policies. With these two shortfalls, the conceptual sense of the inclusion’s policy is contested, misleading the development of inclusion policies.

Faculties accessibility to students: Interestingly, the law also mentions that “the Ministry of Higher Education shall develop plans and programs to ensure the right of persons with disabilities to education in the same universities, colleges, departments, and institutes available to others, providing equal opportunities within governmental and non-governmental higher education institutions for all types of disabilities without hindrance, and providing accessibility methods to communication languages using modern technology, educational and technological programs supporting which are fit for their disability as well as building codes for people with disabilities” (*article 16*) - (National Council for Women, 2020, p. 32). With this article, the inclusion’s politics supposedly give a free hand to SWDs to choose their areas of studies based on their interests, as well as their mode of study (i.e., full-time vs. part-time student), endorsing the equity concept. Nevertheless, as mentioned in the previous section, leaving the decision of acceptance to the faculties’ committees contradicts the SWDs’ law. This presents a big flaw in the legal framework that leaves SWDs with limited choices of faculties, which are shortlisted based on everyone’s type and impact of disability.

Admission rate: The law mentions that the “admission rate for persons with disabilities shall not be less than (5%) of the total admissions in the governmental and non-governmental educational institutions of all types” (*article 12*). It also mentions that educational institutions should “allocate not less than (10%) of the places of residence in the university hostels” for SWDs (*article 15*) - (National Council for Women, 2020, p.

30-31). This admission article forms an advantage in the law compared to the represented population of SWDs in HEIs⁹ (i.e. 10% of the population), thus determining a strong path of effecting inclusion's policy.

Higher Committee: The law also cites a monitoring and coordination mechanism for the application of SWDs' rights inside HEIs. It states that "the Ministry of Higher Education shall establish a Higher Committee formed with the membership of two representatives of the Competent Ministries¹⁰ ... to coordinate the application of the provisions of this law within the government" (article 17) - (National Council for Women, 2020, p. 33). If this level of monitoring and coordination is applied, better results are expected. Nevertheless, given the fact that all committee members are ministerial staff (as stipulated by law), there is a missing factor of regulation here in terms of (i) committee members' remuneration, (ii) tasks' integration into job descriptions, and finally (iii) membership's type (assignment or volunteerism). These shortfalls on the higher committee's regulation negatively impact the inclusion's politics, weakening the regulation and standardization of the law's stipulations regarding SWDs.

Protective Actions (article 4): The law stipulates that the state is "obligated to provide the necessary security and protection proportionate with their capabilities and adopt procedures to protect them against the dangers they may face in all circumstances, particularly in cases of grave risk, including protection against epidemics, disasters, and other emergency conditions" (National Council for Women, 2020, p. 18). While the protective actions offer a strong dimension, the absence of preventive actions in fact weaken the development of inclusion policies.

Infrastructure and Assistive Devices: The law also mentions that "permits for the establishment of any buildings of any kind that is permanently allocated to serve persons with disabilities shall be exempted from the value legally prescribed to permits ... Licenses to modify an existing building with the purpose to facilitate its use by persons with disabilities shall be exempted of the value legally prescribed to licenses within the limits of the value of such modification only" (article 31) - (National Council for Women,

⁹ "Estimates put forward by the Central Agency for Public Mobilization and Statistics in Egypt indicates that 10.7% of the population is disabled, or nearly 11 million persons (CAPMAS, 2017)" (Lord and Stein, 2018, p. 233).

¹⁰ "Competent Ministries of Higher Education, Education, Technical Education, Social Solidarity, Communications and Information Technology, Endowments, the State Information Service and the Council" (National Council for Women, 2020, p. 33).

2020, p. 47). In addition, the law also enforces that the “Equipment, materials, educational and medical materials, aids, machinery, special tools, prosthetics, technology and assistive devices and their spare parts for persons with disabilities shall be exempted of the Customs Duty if the importer is... an association or an institution or one of the agencies concerned with providing such services” (*article 31*) - (National Council for Women, 2020, p. 47). Although these facilitations enhance inclusion’s policy, their application is subject to each parties’ desire to enhance the infrastructure. Ultimately, if there is lack of interest in addressing inequalities, then there is no binding commitment on institutions to enhance the infrastructure, nor to make any of the adjustments suggested.

Distance learning: Although the law was issued prior to the COVID pandemic, it still illustrates that “the Ministry of Higher Education and its affiliated institutions shall also provide reasonable facilitating arrangements, including distance learning, in accordance with the standards and rules contained in the Convention on the Rights of Persons with Disabilities and relevant international conventions” (*article 15*) - (National Council for Women, 2020, p. 31-32). With this article, having soft copies of all the courses’ materials becomes mandatory, making distance learning available as needed.

Curricula: The Law highlights that “the educational curricula at all levels shall include the concepts of disability, awareness, and education of the needs, conditions and rights of persons with disabilities, and ways to deal with them” (*article 11*) - (National Council for Women, 2020, p. 29). With this, the law campaigns for concept-based curriculum development that contributes to the definition of inclusion’s problem on the micro level. Nevertheless, applying concept-based curriculum development is almost impossible with the free hand setting the Egyptian HEIs offer the professors in choosing and developing their own course materials. Because of this, the suggested inclusion solutions are threatened.

Professional Development: The law encourages professional development through promoting for “the training of specialists and staff working with persons with disabilities...and strengthen awareness about the capacities and contributions of persons with disabilities themselves” (*article 4*) - (National Council for Women, 2020, p. 17).

This is also endorsed by another dimension in the law stipulating that HEIs “shall also establish colleges and institutes specialized in preparing and graduating cadres capable of working in the field of disability of various types” (article 16) - (National Council for Women, 2020, p. 32). Promoting professional development of staff, establishing specialized faculties for creating a cadre of specialists abled to deal with SWDs, and raising awareness of SWDs’ possible contributions, are three factors that strongly support inclusion’s policy. Nonetheless, all three suggested solutions are costly, and the law does not mention any funding sources which may be available to support their application. Accordingly, the lack of funds threatens the promotion of guided professional development and the establishment of specialized faculties.

Cash assistance: The law also supports SWDs in funding their on-going expenses through instructing that “Persons with disabilities shall be provided with monthly cash assistance in accordance with the provisions of the Social Security Law promulgated by Law no. 137 of 2010” (article 25) - (National Council for Women, 2020, p. 44). This article highlights the political-will’s enforcement of supporting SWDs with their financial burdens, thus contributing to strengthening inclusion’s politics.

III.6. The National Council of Persons with Disabilities (NCPD)

The NCPD was established in 2019 to “promote, develop and protect the rights and dignity of persons with disabilities, which are constitutionally mandated and raise awareness about them” (National Council for Women, 2020, p. 4). The Council is chaired by the Prime Minister, Vice-President, and 19 members, including six ministers” (State Information Service, 2022). According to the State Information Service (2022), other members are selected from persons with disabilities, public figures, representatives of civil society organizations, experts in the field of disability, the President of the General Union of Non-Governmental Organizations and the President of the Specific Union of Associations working in the field of disability. While the NCPD’s structure indicates good potential for a participatory approach that may draft a practical framework for SWDs in HEIs, there is still no operating manual that regulates the meet up and the working agenda of this structure. Accordingly, the NCPD’s effectiveness is hardly

evidenced in any of their assigned mandates, thereby threatening inclusion's politics stream.

In addition, one of the assigned tasks to this council is “the development of a national strategy for the advancement of persons with disabilities in the areas of health, labor, education and others” (State Information Service, 2022). Nevertheless, to-date there is no evidence as to the efforts of the productivity of this strategy, nor evidence of any drafts for discussion. Correspondingly, the lack of a national strategy for persons with disabilities inevitably weakens inclusion's policy stream.

III.7. SWDs in Egyptian Higher Education Institutions

Statistical Data on SWDs in Egyptian Higher Education Institutions

According to the 2017 Egyptian census, 17% of the Egyptian population aged 15-29 years live with disabilities (Mahmoud, 2017). Across the Egyptian youth segment (18-29 years old) 1.48% are living with severe¹¹ to profound disabilities (1.8% of the males and 1.2% of the females), and 5.14% are living with mild to profound disabilities (6% of the males and 4.2% of females) (Mahmoud, 2017). Ultimately, this relatively large disabled population puts pressure on inclusion's policy stream, requiring passive accommodation.

The types of disabilities vary across the youth population (18-29 years old), showing the following percentages: blindness (0.26%), cognitive problems (0.39%), deafness (0.4%), psychological illness (0.41%), physical disability (0.54%), and mental problems (0.56%) (Mahmoud, 2017). Interestingly, data shows that among the population aged 15-29 years old, cognitive disability is the most prevalent (26.6%), while the physical is the least (11.4%) (Mahmoud, 2017). These varying percentages of disabilities necessitate different accommodations, which again puts further pressure on inclusion's politics stream.

While the proportion of SWDs at the HEIs is rapidly increasing, unfortunately in Egypt there is no statistical data on the exact number of SWDs in HEIs. The only relevant

¹¹ This study uses four levels of disability: mild, moderate, severe and profound.

available figure is that 5.6% of the disabled population (10 years or above) have completed a university level education or higher, among which 6.5% of students are blind (Mahmoud, 2017). That said, visually impaired students are the most numerous in Egyptian HEIs, which may then prioritize visual accommodation compared to helping other disabilities.

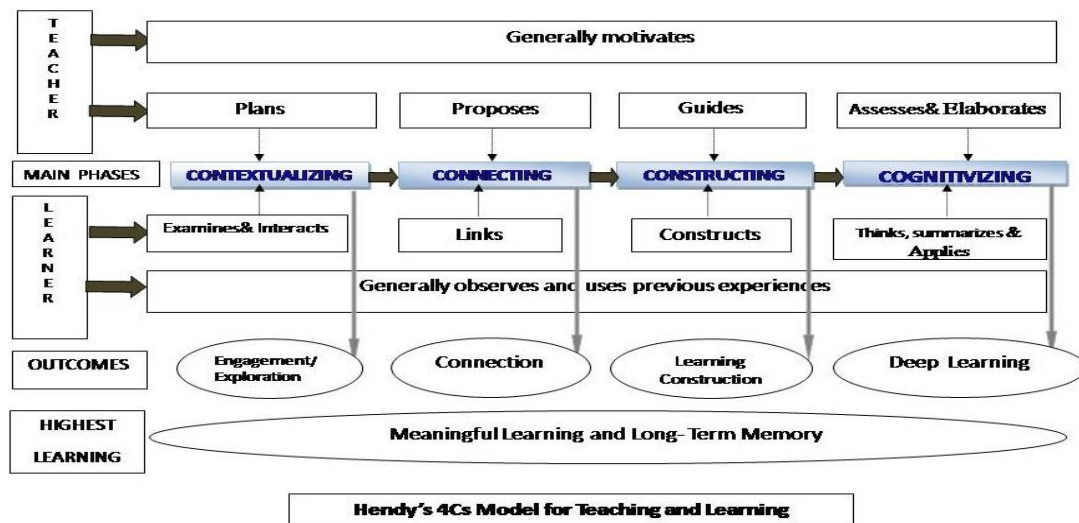
Egyptian HEIs Readiness and Capacity to Accommodate SWDs

Readiness, as defined by Gansefort et al. (2018), is the “degree of willingness to take action” (p. 1), based on a specific need (Gaad, 2011; Tupan-Wenno et al., 2016). Capacity is the internal stakeholders’ “own aptitudes and work agendas” entrenched in an organization’s “internal social fabric” (Thoenig and Paradeise, 2016, p. 299-300). If they “converge toward a single goal” they win “a prominent position of institution” (Moraru, 2012, p. 54). Both, the readiness and the capacity are influenced by external and internal aspects (Thoenig and Paradeise, 2016). External aspects include “societal dynamics, global standards and rationalization ideologies” and internal aspects include “implementation dynamics” (Thoenig and Paradeise, 2016, p. 299). However, as suggested by Jackson and Buckner (2016), the dominant factor in HEIs readiness and capacity’s complex relation is the demonstration of “the pathways to success” (p. 733). That said, even if the state realizes the need of inclusion and drafts its policies - and even if the stakeholders’ own aptitude and work agenda agree with the need and the suggested solutions, the turning key is about adapting all this to find a way forward for success.

In Egypt, HEIs’ readiness and capacity “have a significant impact on the success of educational policies” (El-Ashry, 2009, p. 17), given their master role in shaping institutional goals and strengthening their strategic planning and implementation management in order to achieve them (OECD, 2010). In that event, Hendy (2019) argues that HEIs’ readiness and capacities to support SWDs’ inclusion are conditioned by their success in creating specific learning events in HEIs. These events, as argued by Hendy (2019), should be contextualized to help SWDs “focus on the social nature of real-world activities” (p. 3264); connected to support SWDs’ “peer networks” (p. 3265), and constructed to motivate SWDs to “eliminate their anxiety and allow them to develop positive attitudes towards” (p. 3264) their learning, and cognitivised, in which SWDs can

“summarize, apply and make decisions regarding her/his learning” (p. 3264) (Figure 21: Learning Events Needed for HEIs' Readiness to Support Inclusion). Once this has been achieved, SWDs will be equally blended into their learning community, meeting the core value of inclusion. Herewith, HEIs readiness and capacity can hypothetically be a supporting factor to the implementation of the SWDs’ inclusion, conditioned that they deploy the required learning events.

Figure 21: Learning Events Needed for HEIs' Readiness to Support Inclusion



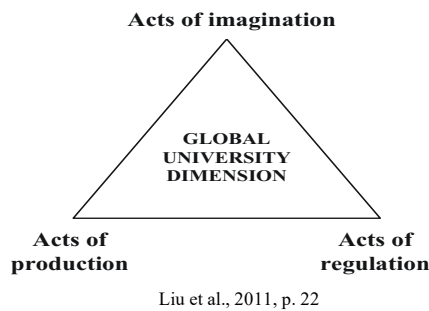
Hendy, 2019, p. 3265

More importantly, HEIs’ self-governance of inclusion, as debated by Noorda (2013), is still influenced by professors’ traditional practices and mode of delivery to make this happen. In other words, the ambiguous application of inclusion varies with the multi-layered variables that affect professors’ movements, starting from the national frameworks, governing bodies, HEIs’ autonomy, HEI’s mission, and concluding with professors’ envisioned practices (Hayes and Bulat, 2017; El-Saadani and Metwally, 2018). As debated by Bourke and Dillon (2018), students’ sense of personal worth of engagement in a heterogeneous community is correlated to their professors’ abilities to rewire community members’ behaviours in considering the societal dynamics’ impact. In fact, current observations confirm that professors’ traditional practices hinder SWDs’ inclusion (El-Saadani and Metwally, 2018).

Egyptian HEIs' Resources and Professional Development to Accommodate SWDs

HEIs' global activity requires a greater capacity determined by HEIs' acts of imagination, production, and regulation (Figure 22: HEIs' Acts of Global Dimension) to enhance their resources and staff's capacity (Liu et al., 2011; Wang, 2009).

Figure 22: HEIs' Acts of Global Dimension



HEIs' resources problem is “related to the rapid expansion of enrolments without adequate increases in financial resources” (AlShamy, 2011, p. 45). For SWDs, things become more complicated with the constitution and disability law’s commitment to grant “free educational services in accordance with global quality criteria” (Meadows et al., 2014, p. 173). This commitment has pushed HEIs to incubate a demand-driven funding system that softens the funding limitations issue yet threatens HEIs’ autonomy and cohesion (Liu et al., 2011). Despite this, HEIs’ enhanced infrastructure is still a challenging issue (El Refaei, 2016). Campus’ facilities, sessions’ density, and physical arrangements still negatively impact students’ academic engagement, social integration, and safety (Sedaghatniaa et al., 2015; Akomolafe and Adesua, 2016). Thus, HEIs still need more funding sources to capacitate their staff and enhance their infrastructure (Arico, 2011).

Additionally, HEIs professors’ professional “training or preparation on how to run an inclusive community” (Hayes and Bulat, 2017, p. 15) is legally encouraged but not mandated (El-Said, 2014), highlighting the national framework’s negligence to the inclusion issue. As a result, HEIs are left to decide on inconsistent random optional training initiatives, if they see them as being necessary. Consequently, professors’ variant

understandings to the enactment of inclusion and the possible support they may offer to engage all students are undetermined (El Refaei, 2016).

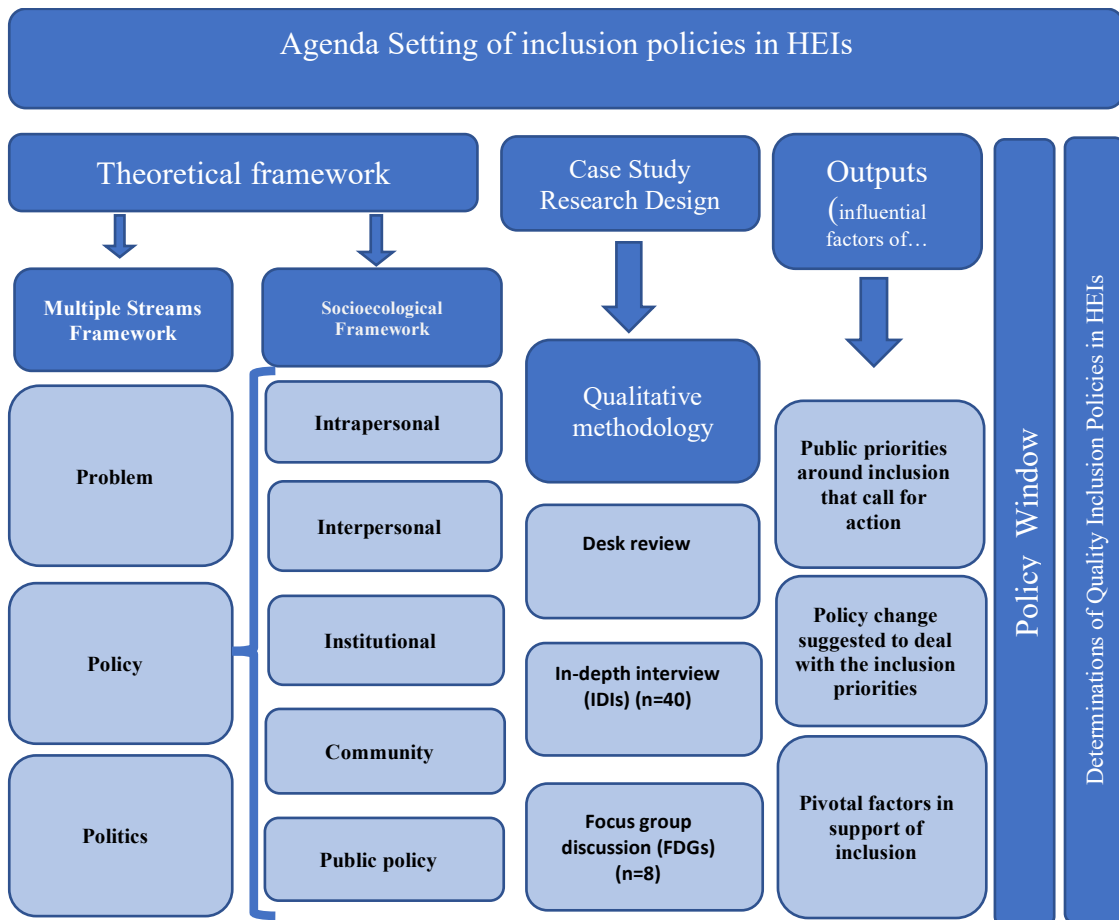
Chapter IV. RESEARCH FRAMEWORK

IV.1. Research Design, Philosophy, Approaches and Methodology

Research Design

This empirical exploratory qualitative research study examines the development of the agenda setting of the inclusion policymaking process in four Egyptian HEIs. Using a qualitative multiple case study methodology, primary information is directly gathered from the subject through in-depth interviews (IDIs) and focus group discussions (FGDs), supported by secondary information that is gathered through desk review. The study organizes the meanings and/or opinions of the collected data on the agenda setting of the policymaking process, through the Kingdon’s MSsF which is supported by the SEF lens to make use of the data (Figure 23: Study's Research Framework).

Figure 23: Study's Research Framework



Research Philosophy

From an *interpretivist constructivism perspective*, the study's design determines meanings around the nature of the 3Ps in relation to the development and outcome of inclusion policy/practices. This takes place by interpreting the meanings/findings expressed by interviewees in their natural context, to gain a deeper understanding of the situation. Notably, constructed understandings are dependent on expressed views' consistency and coherence (Hiller, 2016). In short, the interpretivist constructivism perspective helps by constructing meaningful interpretations in each context (i.e., the four examined HEIs) and interrelating these meanings to form a total understanding of the inclusion policymaking process at HEIs in Egypt. This stance supports the truthfulness of the research and assists policymakers in understanding possible applications of the findings in their own contexts.

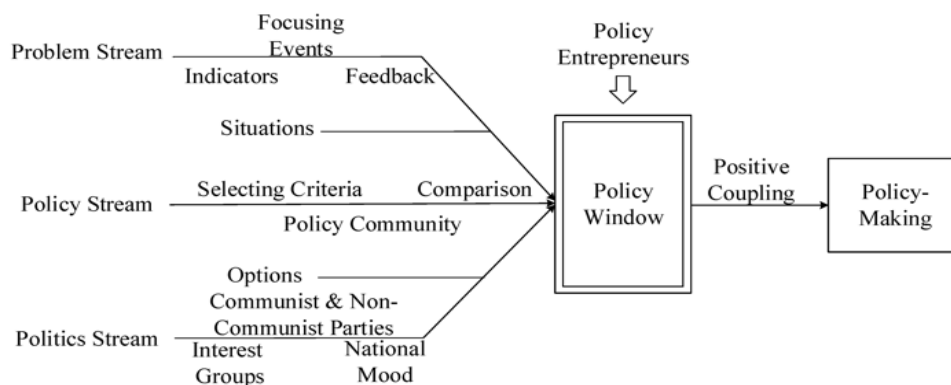
Research Approaches

The Multiple Streams Framework (MSsF)

About the MSsF

The MSsF was originally developed by John Kingdon in 1984 (updated in 2010) to understand the agenda setting of the policymaking process through evidenced-based investigation of the 3Ps (Figure 24: MSsF Conceptualization), analyzing whether an issue will gain entry onto the agenda or not.

Figure 24: MSsF Conceptualization



The MSsF’s contribution is also expanded to the understanding of the overall “policymaking process” once the 3Ps come together and a policy window is opened, influencing “authoritative decision-making processes and the use of governing resources to implement policies” (Howlett et al., 2015, p. 422). In brief, the MSsF’s uniqueness is in its structure (3Ps) and agency (policy entrepreneurs), describing relationships between policy issues and their environments, and looking for causal linkages amongst all factors.

MSsF Epistemological and Ontological Assumptions

The MSsF adopts a non-linear logic of policy development and gives importance to the role of the independent development of the 3Ps and the individual behaviour in generating unpredictable policy change, which is the criterion for generating knowledge. MSsF’s assumption is that when you have a defined problem, a clear solution and a supportive national climate than the opportunity for coupling all three to affect a policy change is likely to happen –only if policy entrepreneurs seek the opportunity of an opened window in a timely manner.

MSsF Overarching Argument and Structure

The MSsF is deployed for issues that are challenged by ambiguity (Zohlnhöfer and Rüb, 2016), such as the setting of agendas. Ambiguity here refers to policymakers’ uncertainty about what they want and/or lack of clarity in relation to achieving particular policy goals, if they are aware of them. This ambiguity renders governments somewhat unaware of the problems that need to be addressed. The governments do not know whether or not their policies are able to solve specific problems, and they are unable to act in a timely manner to deal with proposals that await the opportunity for priming, activation, and acceptance (Bolukbasi and Yıldırım, 2022).

The MSsF’s overarching *argument* is that many different solutions exist to any policy issue, yet preference always goes to one over the others if the 3Ps couple together and open a policy window to affect needed policy change. Preference of solutions is made based on the policymakers’ understanding of the problem and its dimensions, alongside policy entrepreneurs’ success in coupling a policy with a problem, persuading

policymakers to support them (Hoefler, 2022). Ambiguity in understanding a problem guides to ambiguous means of support to different solutions, justifying the difficulty of reaching a consensus on agenda setting. This evidences that the MSsF “overcomes any assumptions that the ‘problem’ stream is always predetermined in the agenda-setting stage” (Howlett et al., 2015, p. 423). Besides ambiguity, the MSsF also suggests the following issues: 1) Limited time and resources; 2) Policymakers’ lack of knowledge on the effectiveness of the proposed solutions (i.e., policy); and 3) Lack of participatory approach to define contradicting dimensions of the problem, possible solutions and politics drivers, all of which influence the agenda setting (Hoefler, 2022). In brief, the MSsF’s value is in dealing with issues challenged by ambiguity, lack of clarity, and lack of self-interest.

Problem stream definition creates the stage on which a policy act is taken: problems do not exist but must be defined by someone. As debated by Knaggård (2015), “defining a problem needs actors to frame conditions as public problems and work to make policymakers accept these frames” (p. 452). These actors are called “*problem brokers*”, and they frame the problem based on their understanding of it. Before they become problems, they are simply conditions: the difference between a condition and a problem is that the latter is seen as something that the government *ought* to do something about. Eventually, people define conditions as problems by comparing current conditions with their values concerning more ideal states of affairs, by comparing their own performance with that of other countries, or by putting the subject into one category rather than another. In fact, problems are endless and only a small portion of them get the attention of the policymakers. Once this attention has been gained, it must be well-used before attention is gone to another problem.

Policy stream is born, evolved, revamped, and fine-tuned by “*policy entrepreneurs*”. This development journey requires rational problem-solving and managerial effectiveness. During this process, solutions may change, they may couple with another solution, or they may simply disappear. The focus of policy entrepreneurs is to develop policy alternatives and couple them to problems, presenting a full package to policymakers. If policymakers are not convinced, policy entrepreneurs are able to resubmit their solutions at a different time and/or context or relate them to different

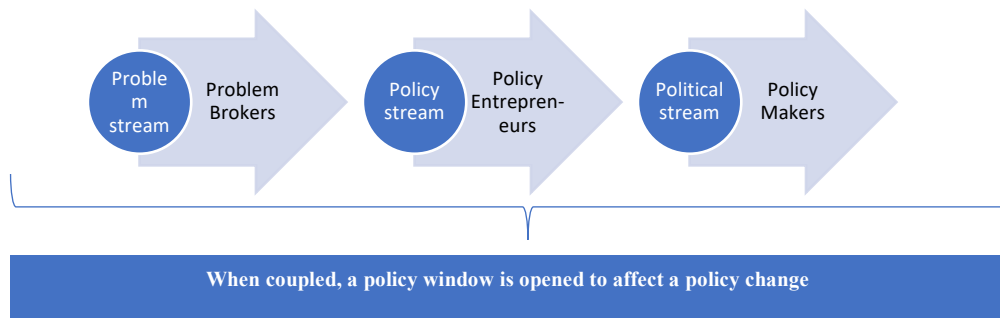
problems. In all cases, policy entrepreneurs must be resourceful experts and innovative networkers in the policy community, to be able to manipulate and form venues to create favorable conditions for policy adoption (Johannesson and Qvist, 2020). Nevertheless, acceptance of the suggested solutions remains conditioned by the “value acceptability, technical feasibility, and resource adequacy” of the suggested solutions (Angervil, 2021, p. 984), supported by political will. A critical issue in suggesting policy solutions is that “those involved in using information for agenda setting may choose to be selective about the evidence they use, to misrepresent opponents’ positions, or distort situations to their advantage” (Weiner, 2011, p. 301). That said, solutions are mostly pushed for a purpose. In general, solutions with evidenced-based practical consequences are always preferred.

Politics stream is a combination of the national mood, the officials active in the decision-making, and the groups with vested interest who are active on all sides - this stream influences the government changes or actions. The politics stream works towards the right time for change, resolving any constraints that may prevent a policy change. In this stream the “*policymakers*” are approached by “policy entrepreneurs” when an opportunity for action emerges where a defined problem exists, along with a solution that is acceptable, and the political will is the only pending stream to support the action.

Policy windows are created when more than one stream is joined at a critical point, putting the issue of discussion on the agenda. These policy windows are opportunities to focus attention on particular problems, and thus raise policymakers’ awareness to these problems. What matters the most in opening a policy window is the timing: “Timing is crucial because it influences which problems, policies, or politics are in the forefront at any particular point” (Weiner, 2011, p. 300).

In brief, the MSsF perceives the agenda setting of the policymaking process as a random process. The success of this random process depends on skilled framing (problem framers/brokers) and coupling of both identified and defined problems and solutions (policy entrepreneurs) to appeal to a major policy change (policymakers) during a brief time when action is possible (policy window) (Figure 25: MSsF Factors and Actors).

Figure 25: MSsF Factors and Actors

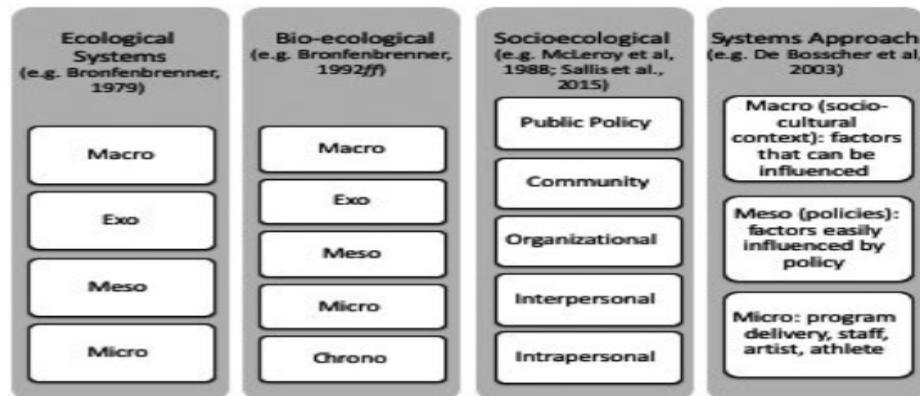


The Socioecological Framework (SEF)

About the SEF

The SEF was originally developed by Bronfenbrenner in 1979 to determine the influences of the environment on the individual. SEF defines complex layers of environment (Figure 26: SEF Conceptualization), identifying the contextual factors that influence humans' behaviour (Sallis and Owen, 2002).

Figure 26: SEF Conceptualization



Dickson and Darcy, 2021, p. 164

SEF suggests that changes or conflict in any layer ripple throughout other layers (White, 2018). That is why, the SEF proposes that a reaction should not be examined in isolation, yet its immediate and larger environment and their interactions should also be taken into account. If this is achieved, it helps to give a better understanding of the social factors that affect and are affected by the person, determining the kind of change that need to

take place for any developmental purposes. Notably, contextual factors of impact are advanced by the advancements of the SEF conceptual model, concluding this multi-level ecological approach in complex systems (Dickson and Darcy, 2021). In brief, the SEF supports the consideration of multiple systems (i.e., influence factors) at multiple levels at the same time, unveiling each level’s influence on the other (Golden and Earp, 2012).

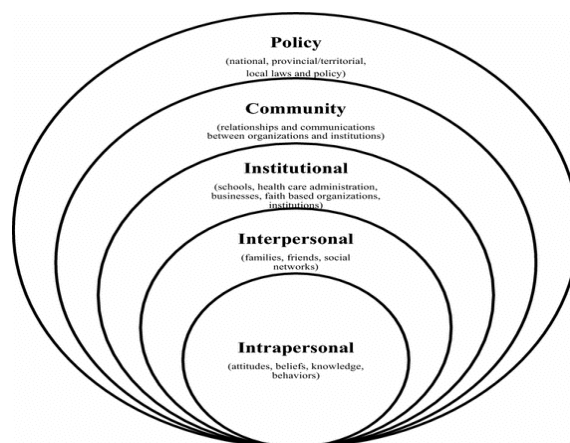
SEF Epistemological and Ontological Assumptions

The SEF assumes that humans cannot be impartial and independent of their context, emphasizing how natural and human systems are integrated at different scales in dynamic ways to explain the determined phenomena. SEF’s assumption is that human narratives shape their behaviour, so when human narratives within each context are interpreted, ripple effects are better understood across different social levels, thus behavioural change interventions are better considered in effecting any change.

SEF Overarching Argument and Structure

This study considers the five latest defined layers of the SEF (Figure 27: SEF Layers) (Brown et al., 2014; Kilanowski, 2017).

Figure 27: SEF Layers



Firstly, the **intrapersonal (i.e., individuals)** is about individuals' behaviours, knowledge, attitudes and experiences (i.e., attributes). These individual attributes influence how individuals perceive themselves (in this study, SWDs, SWWithoutDs, problem brokers, policy entrepreneurs or policymakers), and select approaches to achieve policy and institutional change. *This level determines what the dominant individual attributes are that influence individual's performance.*

Secondly, the **interpersonal (i.e., microsystems)** is the setting in which individuals directly interact e.g., the individuals' family, peers, professors, and social networks. This level has the strongest influence on the individuals, acting as a reference point for individuals to the whole world. *This level determines what social settings/microsystems directly influence individual's performance.*

Thirdly, the **institutional (i.e., mesosystems)** is the process that occurs between the multiple microsystems (i.e., social systems) in which individuals are embedded e.g., the relationships and interactions between the microsystems players of individuals. It looks beyond immediate interactions and includes those the individual has direct contact with such as work, school, church, and neighborhood. *This level determines how the interactions across microsystems influence individual's performance.*

Fourthly, the **community (i.e., exosystem)** is the microsystem (i.e., social settings) in which the individual does not directly function and has no control over but is directly affected by. *This level determines what social settings/microsystems indirectly influence an individual's performance.*

Fifthly, the **policy (i.e., macrosystem and chronosystem)** is the general cultural conditions in which the individual is located that influences individuals' performance. This may include socioeconomic status, ethnicity, race, geographic location or religious affiliates. This layer influences what, how, when and where an individual carries out his/her relations. *This level determines what cultural contexts and shifts influence an individual's performance.*

Based on the defined five layers, SEF is "used as a diagnostic tool to help solve challenges with the governance of problems" (Partelow, 2018, p. 26). For this specific

study, SEF's contribution is in helping to understand the contextual factors that build up the social settings of the examined case studies, and the impact of these factors on attaining inclusion's societal goal (Golden and Earp, 2012). According to Moyson et al. (2017), as a learning-based approach the SEF ultimately unfolds individuals' learning (i.e., individuals and micro systems), organizational learning (i.e., meso and exo systems), and system learning (i.e., macro level).

The issues focused on when using the SEF are institutions' governance type, resilience, the required scope of intervention, and staff proficiencies. Interpretations are provided in the following paragraphs.

Firstly, there is the type of governance, i.e., polycentric and monocentric. Polycentric refers to having "several governing authorities featuring multiple and overlapping jurisdictions at different scales" (Mathias, 2017, p. 221). Monocentric refers to having a single governing authority at the center (O'Hara et al., 2020). Polycentric governance is more effective, as it allows governance to "operate at multiple scales in order to capture variations in territorial reach of policy externalities" (Marks and Hooghe, 2003, p. 3; Partelow, 2018). These are formally independent, yet "there is an overarching system into which all local units are nested to some extent acting in ways that take each other into account... to reach a common goal" (Vaas et al., 2017, p. 3). Hence, a special focus is given to finding evidence on the examined HEIs' autonomy in response to the context.

Secondly, examining the institutions' resilience to external changes (Walker et al., 2002). Domptail et al. (2013) noted this resilience to be an institution's capacity to "sustainably manage short disturbances (shocks) and long-term pressures (stresses)" (p. 31). In this sense, the competencies of adaptive management framework are examined, across "both bridging external connections (connections with people outside of the community) and local connections (the number and density of the internal networks)" (Bascopé and Reiss, 2021, p. 3). Hence, a special focus is given to examining HEIs' capacity to changes in the constitution, laws, frameworks, and national authorities' assignments.

Thirdly, debating the level of behavioural change interventions. Golden and Earp (2012) suggest that "a single intervention leverage point can be the most effective and feasible way to create change" (p. 368). On the contrary, Thomson (2017) proposes that "specific

changes in behaviour may require intervention at different model levels” (p. 37). In either case, Kilanowski (2017) focuses on the importance of focusing on the intervention’s quality and learning i.e., individual contributions to maximize the impact of such interventions. Hence, a special focus is given to questioning the inclusion interventions’ quality.

Fourthly, investigating individuals’ adaptation to contextual variables. Sallis et al. (2008) focus on the role of an individual’s motivation and education to make the correct decision within a community. In addition, Lee and Stewart (2013) propose that “an individual’s innate strengths and acquired competencies operate interactively as an adaptive system... balancing risks and protective factors at both individual and setting levels” (p. 796) and thus being able to attain their societal goals. While commonly expressed, Burke et al. (2009) conditioned this possible success by having a clear vision of the contextual variables that have dominant influence in the examined environment, and Jalali (2020) state it must have social emotional support that pushes the individuals’ beliefs and attitudes in relation to behaviour to act differently. Lee and Park (2021) highlighted social cohesion’s role in having an impact. Hence, a special focus is given to checking the interviewees’ commonalities and differences in defining the 3Ps.

Research Methodology

Qualitative Multiple Case Studies

The qualitative multiple-cases are purposefully recruited, showing evidence through replication and pattern-matching to enhance and support the generalization of results. The study deals with these multiple cases “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used” (Yin, 1984, p. 23). To be specific, these case studies elucidate how key factors in each of the 3Ps interact with features of the context in order to: (1) detect case-specific factors that drive the somewhat unexpected policy change (a case-centric goal); and (2) conceptualize these factors in terms of the MSsF and SEF in order to unpack any causal mechanisms that may influence the agenda-setting and decision-making processes in collaborative contexts (a theory-building goal) (Koebele, 2021, p.

610). In brief, each case is analyzed using the MSsF and SEF, conceptualizing the inclusion’s 3Ps in each situation, then comparing the process, and determining expected outcomes.

IV.2. Methods and Sampling

Methods

Knowing that building an inclusive education in such complex systems as HEIs is challenging, different methods are utilized in each case study to investigate dimensional stakeholders’ understandings and perceptions and factors affecting each case. Table 1: Study's Methods and Sample illustrates the methods, purpose, approach, and sample.

Table 1: Study's Methods and Sample

Method	Purpose	Approach	Sample
Document Analysis	Pursuing contextual inquiry, cultural probes, concept ideation	Thematic analysis, in which a codebook is developed, content is coded, categorized, intersections and/or patterns are identified, notifications are highlighted, and relevance is made to research questions	Analysis included documents on the macro (e.g. national frameworks and any global commitments), meso (e.g. Ministry of Higher Education’s strategies, etc.), and micro levels (e.g. HEIs’ internal policy(ies), faculty profile, etc.).
In-depth interviews (IDIs):	Defining conceptualization, solutions, and contextual factors of inclusion	Setting individual meetings	<ul style="list-style-type: none"> • 2 IDIs with staff from authoritative governmental institution for public HEIs (n=2) • 2 IDIs with staff from authoritative governmental institution for private HEIs (n=2) • 4 IDIs with Policy entrepreneurs¹² (n= 4) • 4 IDIs with Policymakers¹³ per university (n= 16) • 4 IDIs with Professors¹⁴ per university (n= 16)

¹² Policy entrepreneurs are “public entrepreneurs who, from outside the formal positions of government, introduce, translate, and help implement new ideas into public practice” (Roberts and King, 1991, p. 147).

¹³ Policymakers who are “internal stakeholders...who shape the organizational traits that are lastingly entrenched in its internal social fabric” (Thoenig and Paradeise, 2016, pp. 299-300), being the true influencers of policy development (Tupan-Wenno et al., 2016), e.g. i.e. think tanks, academics, and non-profits technical data driven experts

¹⁴ Professors who were either directly engaged with SWDs, or, who were involved in the policymaking process

Focus group discussions (FGDs)	Clarifying the data collected from the IDIs and reaching a consensus on the expressed views	Setting group discussions with students with and without disabilities	<ul style="list-style-type: none"> • 1 FGD with SWDs¹⁵/university (n= 4 FGDs, n= 24-32 students) • 1 FGD with students without disabilities¹⁶/university (n= 4 FGDs, n= 24-32 students)
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Overall, the three methods complement each other. The document analysis sets initial definitions through which the interviewees' reflections are examined. Next, the IDIs come to clarify the reflected views supported by reviewed documents. Finally, the FGDs verify the truthfulness of the collected data, and identify any perceptual gaps. This occurs in alignment with the MSsF, capturing the 3Ps.

Research questions guiding the study demonstrate the need for inductive exploration, discovery, and understanding that are the foci of qualitative research. Thus, a tailored semi-structured interview guide (Table 2: Study's Semi-Structured Interview Guide) is developed guided by the research questions and its probes, as follows:

Table 2: Study's Semi-Structured Interview Guide

Research question	interview questions	Probes
How have policy stakeholders defined the <u>problem</u> of inclusion in the private and public Egyptian HEIs within the last five years?	<ul style="list-style-type: none"> ▪ What is your definition of inclusion? ▪ Who should benefit from the inclusion policy? And why? ▪ What are the current problems in HEIs that may call for an inclusion policy i.e., underlying assumption? ▪ What are the causes and effects of these problems? 	<ul style="list-style-type: none"> - Difference between inclusion, integration and segregation - Assumptions, values and beliefs of inclusion - Targeted beneficiaries - Driven need for inclusion - Challenges with inclusion i.e., societal, learning, etc. - Indicators that can measure the inclusion problem and changes in the problem identifications
What have emerged as <u>policy</u> solutions to the problem of inclusion in the private and public Egyptian HEIs within the last five years?	<ul style="list-style-type: none"> ▪ What are the arrangements that can be made to attain inclusion in HEIs? ▪ What are the overall expected results of inclusion (social, academic, cultural) in HEIs on the; students, institution and cultural levels? 	<ul style="list-style-type: none"> - Targeted behavioural change(s) - Comparative solutions/models in countries with similar context - Driving forces for a solution - Aligning the curriculums, instructional strategies, and assessment techniques - Peer education, extracurricular activities, etc. - Teachers' Professional development - Stakeholders' engagement

¹⁵ SWDs with visual impairments that require special arrangements in HEIs.

¹⁶ Members of clubs or student unions and are considered influencers.

<p>What are the <u>politics</u> that have affected the problems and solutions of inclusion in the private and public Egyptian HEIs within the last five years?</p>	<ul style="list-style-type: none"> ▪ What are the features of an enabling environment for inclusion in HEIs? ▪ How the national and global frameworks affect your understanding and development of inclusion? ▪ What are the critical assumptions (i.e., contextual risks) and manageable interests (i.e. joint actions) affecting the concept of inclusion policies in HEIs? 	<ul style="list-style-type: none"> - Global frameworks - National frameworks - Inclusion frameworks - Opportunities and tensions - Contextual factors - Political, technical and financial capabilities - Practices, structures, resources, approaches and systems
<p>Does a MSsF-founded approach offer advantages over current policy-making approaches in the public and private Egyptian HEIs?</p>	<ul style="list-style-type: none"> ▪ What are the factors that may enhance the inclusion policymaking process on the HEIs level? ▪ What changes/adaptations that you made, or plan to make to sustain inclusion in the future? ▪ Are there ‘ideal’ settings or practices in order to foster inclusive learning? 	<ul style="list-style-type: none"> - Traditional learning i.e., listen, learn, apply versus understanding by design i.e. see, do, and learn - Self-reliance learning agenda for inclusion - CLA i.e., collaboration, learning and adaptations

Worth noting, during the IDIs and FGDs, the researcher used empty data table template (listing each research question and the five socioecological levels) as a transcript reference procedure to note bullet points of the discussion, thus avoiding missing any of the intended data to be collected. These bullet points helped the researcher during the data collection to clarify the expressed views by probing and further inquiring. After the completion of each IDIs and FGDs, given that all interviews/discussions were recorded on zoom, each table was reviewed against its recording to complete the transcription and ensure full capture of knowledge.

For the FGDs specifically, interviewees sharing common characteristics (either with or without disabilities, and from the same university) were invited to equally contribute to the discussion and interact over each question. In fact, the researcher invited interviewees to react to and build upon each other’s responses, sharing experiences, exploring deeper understandings, and building a consensus of the expressed views. Thus, after the solicitation of the interviewees’ shared narratives on each socioecological level per research question, a member check was practised verifying the expressed views. Commonly, discussions concluded collective views, except in very few case(s) where there was an outstanding opposite view that needed to be highlighted. To better inform

the reader of the richness of data, summary tables are displayed in the findings and conclusion chapters.

Sampling

This qualitative exploratory study utilized the critical case purposive sampling being a non-probability sampling technique. This critical case purposive sampling aims to examine samples that are most likely to highlight vital information about agenda setting of the inclusion policymaking process (Struwig and Stead, 2001). Given the fact that small number of cases in Egypt have inclusion guidelines and/or policies, the selected cases are critical for being the ones that are more likely to provide a wealth of information (i.e., especially knowledgeable) about the agenda setting of the inclusion policymaking process. In brief, exploring experiences from the interviewees' perspectives themselves increases understanding of the policy process, explaining the advancement of some HEIs over the others.

Two selection criteria are used to cover different situations and contexts of the cases, allow comparability, and thus support the generalization of findings:

1. HEIs with inclusion policy/guidelines versus those without.
2. Public versus private HEIs.

In fact, selected cases vary from unique situations (e.g., with inclusion policy and public university) to normative situations (e.g., without inclusion policy and private university). For research integrity, the two public universities investigated are named here as: Public 1 (without inclusion policy), and Public 2 (with guidelines for inclusion). The same criteria applies to private universities: Private 1 (with inclusion policy), and Private 2 (without an inclusion policy). Situation of each case is discussed in detail below, outlining the examined sample in each university.

The Public Universities

The '*Public 1*' university is selected for being the oldest public university in Egypt founded in 1925, serving a large population of 262K students in 26 faculties/institutes, 5 academic sectors and 177 units and centers, and being supported by 16K faculty

members. The ‘*Public 1*’ university is administered by the President, and three Vice Presidents for: Education and Students’ affairs, Graduate Studies and Research, and Community Service and Environmental Development.

Even though the ‘*Public 1*’ university does not have an inclusion policy, it has a disability center that was recently established in 2022. The center works closely with the university’s stakeholders to draft university-wide policies to ensure equal access to HEIs in line with the disability law. The center is also mandated with removing physical, cultural, and social barriers, and enhancing the faculty’s professional development, while promoting social activities and services to empower SWDs (Table 3: Examined Sample in Public 1 University).

Table 3: Examined Sample in Public 1 University

No.	Category	Description/Affiliation
1	SWDs	Five from Faculty of Arts
2	SWithoutDs	Five from Faculty of Arts
3	Professors	Four from Faculty of Arts
4	Policy Entrepreneur	An Ex-Minister
5	Policy Makers	A minister staff, One Dean, and Two Heads of Departments
6	Authoritative governmental institution for public HEIs staff	A middle management current staff

The ‘*Public 2*’ university is selected for being also one of the oldest public universities in Egypt founded in 1950, serving 201K students in 19 faculties supported by around 20K faculty members. It follows the same administration of the public 1 university.

The ‘*Public 2*’ university has guidelines for inclusion. It also has a disability center that seeks to support and promote inclusive education for SWDs. The center is also mandated with the faculty’s professional development and community awareness about disability. Importantly, the center conducts the required research to identify SWDs’ gaps and challenges and incorporate solutions within their on-going educational reform (Table 4: Examined Sample in Public 2 University).

Table 4: Examined Sample in Public 2 University

No.	Category	Description/Affiliation
1	SWDs	Five from Faculty of Alsun
2	SWithoutDs	Five from Faculty of Commerce
3	Professors	Four from Faculty of Alsun
4	Policy Entrepreneurs	An Ex-Minister
5	Policy Makers	Two Vice-Dean and Two Heads of centers serving SWDs
6	Authoritative governmental institution for public HEIs staff	A senior management current staff

The Private Universities

The ‘Private 1’ university is selected for being one of the very well-reputed private research universities in Egypt founded in 1919. With its focus on liberal Arts, it is a leading center of intellectual, social and cultural life in the Arab world. Through its five schools¹⁷ and the Academy of Liberal Arts¹⁸, the ‘Private 1’ university serves 7K students and provides educational opportunities to enhance the professional and vocational skills of more than 30K non-degree students. The ‘Private 1’ university is governed by a Board of Trustees (BOT) responsible for the overall direction of the university, approving its mission and vision, budgets, campus plans and policy changes. Besides the BOT, the President plays an essential role in spearheading institutional transformations and quality measures for academic programs, including increasing the socioeconomic diversity of the student body.

The ‘Private 1’ university has an inclusion policy in place. This inclusion policy aims to provide and guarantee reasonable accommodations that enable qualifying SWDs to perform at an equal level compared to their peers. Implementation of the inclusion policy is the responsibility of the ‘Private 1’ university’s Student Disability Services Unit (SDSU) under the Center for Student Well-Being Office (WBO). The SDSU promotes self-awareness, self-determination, and self-advocacy to encourage independence and enhance opportunities for SWDs’ success. The SDSU supports students with different

¹⁷ Schools of Business, School of Global Affairs and Public Policy, School of Human and Social Sciences, School of Continuing Education, and School of Sciences and Engineering

¹⁸ The ‘Private 1’ offers the Liberal Arts Curriculum which is the foundation of every student’s education — the heart of the liberal arts experience. It includes courses in writing, language and information literacy; philosophic and scientific thinking; Arab history, literature and society; and foundational classes in the natural sciences, social sciences and humanities.

types of disabilities including sensory impairments, motor impairments, learning disabilities, cognitive disorders, psychological disorders, and chronic health issues.

Inclusion is one of the ‘Private 1’ university’s accreditation requirements (AUC, 2022). Opposite to the likely absence of such accreditation criteria in developing countries (El-Maghraby, 2012), the ‘Private 1’ university’s accreditation system composes the social disability model dimension (Williams et al., 2019). At ‘Private 1’ university, accommodations focus on enabling a SWDs “to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability” (AUC, 2022, p. 5) (Table 5: Examined Sample in Private 1 University).

Table 5: Examined Sample in Private 1 University

No.	Category	Description/Affiliation
1	SWDs	Five from Faculty of Global Affairs and Public Policy and Faculty of Humanities and Social Sciences
2	SWithoutDs	Five from Faculty of Global Affairs and Public Policy and Faculty of Humanities and Social Sciences
3	Professors	Four from Faculty of Global Affairs and Public Policy and Faculty of Humanities and Social Sciences
4	Policy Entrepreneurs	A donor in HEIs sector
5	Policy Makers	Two Deans and Two Chairs
6	Authoritative governmental institution for private HEIs staff	A senior management and current staff

The ‘Private 2’ university is selected for being a reputable non-profit university in Egypt founded in 2012. Even though the ‘Private 2’ university is a small-sized university serving only 1.7K students with only five faculties¹⁹, it still provides a unique service to deepen and incorporate the SDGs’ concepts and principles in the educational, research and service fields, applying them within its own community. Within the SDGs’ principles, the ‘Private 2’ university covers societal, cultural, and business life, which goes hand in hand with the environment. Similar to the above, the ‘Private 2’ university is governed by the BOT and supported by the President.

¹⁹ The ‘Private 2’ has only five faculties: Faculty of Engineering, Faculty of Business and Economics, Faculty of Physical Therapy, Faculty of Organic Agriculture, Faculty of Pharmacy.

While the ‘*Private 2*’ university has no inclusion policy in place, it has a ‘core program’ that plays an integral role in building a unique learning experience, aiming to develop students' capacity for innovation, social responsibility, and most importantly - diversity integration. Throughout the core program courses, the university aims to create interactive, challenging, and communicative learning (Heliopolis University, 2022). These learning settings allow students to investigate real community problems and cooperate to develop creative applicable solutions; to accomplish more than they believe they can; and to build a clear vision of pathways to achievement. Overall, the ‘*Private 2*’ university’s core program empowers students to realize both their own and their peers’ capabilities and enhance their critical thinking towards social responsibility (Table 6: Examined Sample in Private 2 University).

Table 6: Examined Sample in Private 2 University

No.	Category	Description/Affiliation
1	SWDs	Three from Faculty of Engineering
2	SWithoutDs	Five from Faculty of Engineering and Faculty of Pharmacy
3	Professors	Four from Faculty of Physiotherapy, Faculty of Engineering, and Faculty of Pharmacy
4	Policy Entrepreneurs	A businessmen and founder of a Non-Violent Communication and Innovation Consulting company
5	Policy Makers	Three Deans and one Vice-Dean
6	Authoritative governmental institution for public HEIs staff	A senior management current staff

IV.3. Data Coding and Analysis

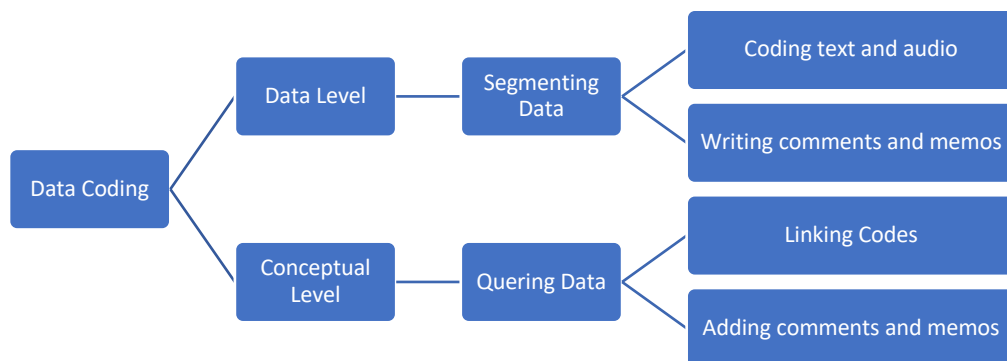
Data Coding

The Atlas.ti software is used to qualitatively analyze the collected data. Firstly, the interviews and discussions’ audios and transcripts are uploaded. Secondly, a codebook is drafted, including a list of codes together with their definitions to make sense of the data. These codes are used to tag data and create sets of related information units for the purpose of comparison. Codes are primarily extracted from the literature after searching relevant topics to each of the research questions (Deductive), and later, some codes emerge from participants’ views (Inductive). Codes are reassessed and merged during

the analysis. Thirdly, document grouping is completed to filter all the codes that need to be aggregated. Fourthly, memos and comments also helped in the analysis, building blocks for data generation. Linking memos and comments to the codes helped specifically in the integration and interpretation of content. Eventually, all the above steps simplified the complexity of understanding the relationships among the data.

To promote evidence-based research, data was chunked into two levels of coding (Figure 28: Study's Data Coding). Firstly, on the data level, “open coding” was used to segment the raw data under one of the three streams of inclusion: problem, policy, and politics. Secondly, on the conceptual level, “axial coding” was introduced to identify connections and re-occurrences between codes (i.e., linking codes) and make sense of the research questions.

Figure 28: Study's Data Coding



Data Analysis

Two types of analysis have been completed for this study: thematic analysis and content analysis. Using both analyses has helped to make iterative or forward-backward movements, and comparison of code clusters in relation to the research questions. In addition, this also helped to search for multiple realities behind the data and categorizing and finding themes to present an overall storyline of data. In fact, each type of analysis has a distinguished role which is specified in the following paragraphs.

Firstly, thematic analysis is used to categorize data by themes, articulating the key content of each theme in terms of its significance to the research questions. Having these identified themes guided the development of the codes and the interpretation of data.

Indeed, thematic analysis determines how to search for and refine themes, to code data, and to highlight facts. Thematic analysis was a specifically appropriate and powerful method to understand interviewees’ thoughts and reflections.

Secondly, content analysis is then completed to determine the presence of certain words or concepts within the themes identified above. This type of analysis helped in quantifying and analyzing the presence, meanings and relationships of such words and concepts, then make implications about the messages within the themes and the culture of which these pertain to. Specifically, relational content analysis helped in measuring the relations between concepts and in relevance to the research questions. The relational content analysis also helped to deal with irrelevant data, deciding on whether it should be ignored or whether the coding scheme should be reexamined.

Three criteria are used to determine the factors that influence the shaping and development of the 3Ps per socioecological level, discussed in the conclusion chapter. Firstly, whenever a factor (in the same terminology or meaning) is repeatedly mentioned by more than one interviewee in any of the 3Ps per each socioecological level, this is considered as an “influential factor” (*). Secondly, if any influential factor is repeated across the 3Ps than this influential factor is noted as a reason for a university’s possible advancement over the other (**). Thirdly, if a factor was mentioned only once, it is neglected (***). Following an exemplification from the public 2 university at the community level (Table 7: A Sample of the Criteria Used in Determining the Influential Factors Impacting the Development of the 3Ps on the Community Level in the Public 2 University).

Table 7: A Sample of the Criteria Used in Determining the Influential Factors Impacting the Development of the 3Ps on the Community Level in the Public 2 University

	Problem	Policy	Politics
SWDs	Community’s lack of awareness of SWDs’ possible contribution inside their communities.	(*) Encouraging high-visibility student participation in several community activities and in public events, so that community members can see the value of their contribution diminishing any doubts about their usefulness.	Absence of interactive inclusion characteristics that respond to lifestyle change.
SWithoutDs	The inherited attitudinal, environmental, and institutional barriers within HEIs’ societies systematically exclude and discriminate SWDs.	Enforcing the use of assistive learning strategies that are effective for SWDs’ success.	Absence of setting mixed goals (social and academic) to develop students’ skills and unintentionally force inclusion solutions.

Professors	Community members' lack of non-violent communication (NVC) skills, facilitating the communication with SWDs and inviting their equal contribution as other community members.	(**) Developing tools that enable professors to systemize the inclusion process.	(*) Lack of activities that foster community dialogue hinders any possibility of determining the workable solutions that can guide the inclusion path in HEIs.
Policymakers	(**) HEIs' social inclusion knowledge is threatened by the missing capacities and tools to manage multidimensional cases and maintain stable inclusion services.	(*) Having activities that raise the sense of belonging to all community members through integrating the social well-being concept into community-level strategies, addressing root causes of social isolation	Unemployment of research and knowledge creation methodologies keep the leaders and implementers away from understanding the whereabouts of inclusion.
Policy Entrepreneurs	Communities' lack of awareness to create tangible collective local or social benefits for SWDs through social participation and social cohesion	(***) Enforcing ongoing counseling and mentoring , narrowing the gaps between the SWDs and all other community members.	Lack of positive community's perceptions of inclusion which demotivate the implementation of inclusion solutions.
Public Authority Member	Community's lack of interest to promote inclusion and support SWDs in different situations	(**) Encouraging the development of evidenced-based inclusion assessment processes, tools , methods, and approaches.	(**) Lack of tools and measures for better supporting, and adapting pedagogical methods for SWDs

IV.4. Permissions and Participation Risks

Permissions

In adherence to Lancaster's ethical approval process, this study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee in November 2020.

Across the six²⁰ documents submitted for the Lancaster's ethical approval, two were provided to the interviewees. Firstly, the "Participant Information Sheet" was shared with all human subjects involved in the research. This sheet included a statement about the study research, purposes, expected duration of the subject's participation, and identification of any procedures expected. A description of any reasonably foreseeable risks and/or benefits was discussed, disclosing appropriate alternative procedures. A statement describing the extent to which confidentiality of records identifying the subject was made. Participants were advised who they should contact for answers to pertinent questions about the research and research subject's rights, and who to contact in the event of research-related triggers. Finally, a statement was provided to state that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and that the subject may discontinue participation at any

²⁰ Application Form, Checklist, Consent Form, Facilitation Guide Script, Interview Guide, and Participant Information Sheet.

time without penalty or loss of benefits to which the subject is otherwise entitled. Secondly, a “Consent Form” was sought from each human subject prior to their participation in the research, taking consent on their participation in the research, after sharing the “participant information sheet”.

Moreover, this study acquired an “International Review Board (IRB)’s approval” in December 2020 for one year which was renewed for another year in December 2021. Prior to the issuance of the approval, the research design was reviewed, justifying the participation of human subjects in research, and protecting their welfare, rights and privacy. Approval came in compliance with the regulations of the Department of Health and Human Services for the protection of human subjects involved in research (45 CFR 46 as amended and published in the Federal Register on June 18, 1991).

Risks

Participation in this study was not expected to cause any harm to research participants. Only minimal emotional risk was likely to happen if negative experiences were coincidentally brought up during the discussion. However, precautions were taken to ensure that this will not happen. Upon contacting the interviewees and prior to any data collection, the consent form was signed and supported by the participant information sheet, providing all requisite information and stipulating all interviewees’ rights.

Due to the national pandemic situation, IDIs and FGDs all took place on-line via Zoom. Thus, verbal approval was recorded by each interviewee.

IV.5. Opportunities and Problems to be Exploited

This study capitalized on two opportunities. Firstly, mixing the MSsF with SEF along with case study design jointly gave a greater opportunity for the study to examine not only the surface understanding of the of the agenda setting, but also a deeper understanding of interviewees’ depth of knowledge of the inclusion aspects which adds to the richness of the study. Secondly, the draft interview questions critically trigger all dimensional aspects, thus, giving the institution’s policymakers a chance to genuinely criticize their status, and reflect on possible improvements.

In addition, the research's value was preserved through practicing different actions to assure accuracy of data, lessen any biases, and ensure the study's trustworthiness. For credibility, the four selected case studies were described in detail, bringing them to life for readers. In addition, the data was triangulated, using multiple referents to draw conclusions. For transferability, integrating the SEF to support the MSsF allowed the provision of detailed description of the research context (opportunities and barriers), thus providing evidence of transferability. For dependability, a consistent and clearly presented logic for examining the selected sample was detailed. All completed procedures are documented, showing consistency over the four case studies. For confirmability, using the Atlas.ti to analyze the data contributed in documented procedures for checking and rechecking the data throughout the study, maintaining an on-going update of the themes to be highlighted.

The research assumption was tested to guarantee the study's robustness. My assumption noted that expanding the inclusion policies and practices from individual cases to the national level in Egypt makes the government's intervention mandatory. To check expansion, two ways were determined, proving low estimate of error: firstly, reviewing the national documents (constitution, related laws, and strategies) and the national authority's roles on inclusion; secondly, reviewing multiple cases to examine the level of cohesive directions towards inclusion. Both ways clarified the level of expansion, triangulated data, and verified the suggested assumption.

Time management was one of the expected problems in this study. To deal with it, the researcher approached all four HEIs at the same time, to make good use of the time, according to the availability of interviewees.

IV.6. Limitations

Since inclusive education policy is still at the field-testing stage in Egypt, an expected avoidable limitation was to have the study's participants perceiving inclusion through an intentional rather than a scientific lens: thus, definitions were introduced to interviewees. In addition, one apparent limitation was the policymakers' defensiveness, guarding their institutions reputation and accreditation - hence, comparative models were also

introduced. One unavoidable limitation was the policymakers' misleading understandings of inclusion and its practices.

IV.7. Position of the Researcher

As a current part-time instructor at the Private 1 University, and an external independent evaluator to non-formal education developmental projects, my involvement has influenced this study's social research process in two ways (Dobson, 2009). Firstly, being in a reflexive mood, the data gathered was never taken for granted. However, with a critical eye and great awareness of the context, investigative probes were always added, coupling my personal experience with intensive observation to heighten the data being collected (Finaly, 2002). Secondly, being in an observational mood, investigated areas were closely monitored in their natural setting, consistently recorded, and validated on the ground (Esiri et al., 2017). Eventually, this study was driven by a truthful in-depth investigation targeting constructive insights from divergent views.

Chapter V. FINDINGS

V.1. Introduction

This chapter discusses the findings in relation to the MSsF and SEF. It offers both a descriptive and analytical account of the issues that were identified as present in each of the streams. It starts by answering the first, second and third research questions about defining the 3Ps. Findings are categorized by stakeholders, 3Ps, and socioecological levels. Next, findings around research question number four are elaborated, highlighting the MSsF's flexibility in gauging the theoretical sophistication of the agenda setting of the inclusion policymaking process.

V.2. Policymaking processes

Problem stream

When the topic of the inclusion problem arises in HEIs in Egypt, two common issues arise. Firstly, the respondents' belief system influences their thoughts about how they define inclusion. Second, there is a lack of agreement on how inclusion is defined on the national level. Hence, one can argue that the definition of the inclusion problem includes specific and distinct co-creations between natural elements and human influence. Distinctions are based on philosophical debates as elaborated in the forthcoming paragraphs.

The Public Universities

In public universities, the condition of the SWDs is not perceived as a situation that requires governmental action. Problem brokers are busy with other issues (e.g. quality of education). Only when sudden events take place is when problem brokers feel the urge to shift their attention to inclusion. Ultimately, policy brokers do not know who to talk to, or how and when to frame the problem.

SWDs envisioned inclusion as a serious condition that has not yet attracted the attention of policy makers, due to their busy agenda and unclarity about inclusion steps that need to take place. With their middle-low socioeconomic background, interviewed SWDs' self-esteem was found to be moderated by stigma perception and social relationships. On the *intrapersonal level*, SWDs felt shame for their disabilities. They believe that they are a burden on the community and are unable to be accepted for what they are. Scattered efforts to accommodate their inclusion are unstructured, thus SWDs see that their accommodation deviates by the deviation of the person and situation they are dealing with. On an *interpersonal level*, SWDs revealed that the lack of cohesive inclusion purpose in the HEIs' systems threatens the interacting, interrelated and interdependent parts of the system. This incoherent atmosphere limited SWDs' support to TAs, neglecting their professors' expertise. On an *institutional level*, SWDs highlighted their limited eligibility to the faculties of Arts, Commerce, and Law, being enforced to undertake the blended mode of learning, working mostly on-line. This situation portrays negative attitudes towards SWDs and places the impairment at the center of the focus, disregarding SWDs' needs (e.g., social needs). On a *community level*, SWDs expressed sentiments that the social setting does not encourage their inclusion, highlighting the poor infrastructure of the campus, yet commenting on the university's central location which facilitated their mobility. On a *policy level*, SWDs expressed their indetermination about legislations' discrepancies regarding inclusion. Overall, SWDs defined the inclusion problem as a problem of uncertainty, indetermination, and inconsistency of a possible package of services to SWDs at HEIs.

SWithoutDs argued that the inclusion condition is not worth being defined as a problem, claiming that there are other conditions that need more attention (e.g., availability of on-line books, more study hours, etc.). SWithoutDs justified their argument by highlighting the on-going support SWDs take from the whole community. On an *intrapersonal level*, SWithoutDs noted that they imitate their community and family's resilience to accept and accommodate SWDs which is conditioned by their time and resources' availability. On an *interpersonal level*, SWithoutDs noted that the diffusion of the inclusion idea is conditioned by the awareness of the problem and the agreement on the solution, both of

which now are conceptually diffused. On an *institutional* level, SWithoutDs revealed their lack of awareness of SWDs' special formal arrangements, confirming that SWDs can be sufficiently supported by the community, with no further provisions. On a *community* level, SWithoutDs highlighted that the HEIs' network disconnected actors undermine the concept of inclusion. On a *policy* level, SWithoutDs emphasized that a behavioural change needs to be forced by a top-down approach to enhance the cultural context while strengthening the community's associations, and thus moving towards inclusion. In brief, SWithoutDs noted that the inclusion problem is a problem of lack of acceptance and adaptation of all students' needs, not only SWDs.

Professors did not see how the inclusion condition could be a defined problem given that it only serves a minority of the population, while the majority have more serious conditions that need to be addressed. Professors revealed that HEIs' whole learning environment is problematic, of which SWDs are part of. On an *intrapersonal* level, professors' mature age (50+) limited their ability to cope with/manage SWDs' needs, justifying their minimal adaptation to the newly introduced so-called inclusion context. On an *interpersonal* level, professors revealed that their empathy feeling towards SWDs does not charge them the inclusion responsibility given the implementation complexity. On an *institutional* level, professors underlined that SWDs' accommodation requires lot of tailoring efforts on multiple levels e.g., curriculum, exams, assessments, etc. As noted, success of such tailoring is conditioned by standardizing and enforcing it by the Ministry, which has not been the case to date. On a *community* level, professors believed that HEIs system's rigid characteristics do not fit into the larger attempted inclusion context, with the newly introduced concept of inclusion in 2019. Social acceptance still needs to be boosted as a preliminarily step for inclusion. On a *policy* level, professors acknowledged the initiation of the inclusion national efforts which is still not sufficiently legalized in terms of application. Generally, professors defined the inclusion problem as a problem of integration of multiple learning components to make inclusion executable.

Policymakers pursued the inclusion as an important condition that needs to be thought of as a problem and showed willingness to work on it as per the national guidance (i.e., as provided by the disability center). Policymakers had mixed views that were not aligned. The ministerial staff member expressed a strong belief in prioritizing inclusion

over other conditions. However, the Dean, and the two Heads of Departments were less supportive to this prioritization. On an *intrapersonal* level, the ministerial staff member's previous work experience with SWDs led to his enthusiasm in contributing to an enabling environment of inclusion, deploying his authority to enforce a means of adaptation e.g., drafting tools (that are still in the review process) to measure SWDs' needs. As for other policymakers, they expressed that the inclusion condition is a partial problem of the big problem of quality education. With their limited experiences with SWDs, other policymakers conveyed that SWD's needs cannot be fully met, given the HEIs' managerial constraints that appear to "hinder SWDs' services". On an *interpersonal* level, all policymakers agreed that SWDs display several interpersonal difficulties that may contribute to their low peer status and represent areas for social intervention. The ministerial staff member articulated the extracurricular activities' role in gaining SWDs' interests and integrating them into the community. Other policymakers distinguished the role students' unions and clubs can play in narrowing down SWDs' exclusion. On an *institutional* level, all policymakers agreed that there is a lack of local ownership on how HEIs' systems should practice inclusion. This agreement specified the local leadership's somewhat impractical lens to operationalize and ground the concept of inclusion; measuring, mapping, and identifying the extent of inclusion and further understanding the impediments, challenges and the resources required to improve the capacity towards it. On a *community* level, policymakers agreed with the professors that the HEIs system's rigid characteristics do not fit into the larger attempted inclusion context. Professors' resistance to change and difficulty to adapt to SWDs' needs was another highlighted challenge on the community level. On a *policy* level, policymakers noted the current governmental efforts to fit inclusion into the system. With this in mind, policymakers defined the inclusion problem as a problem of governance issue that needs to be revisited not only at the design level, but also at the implementation and evaluation levels.

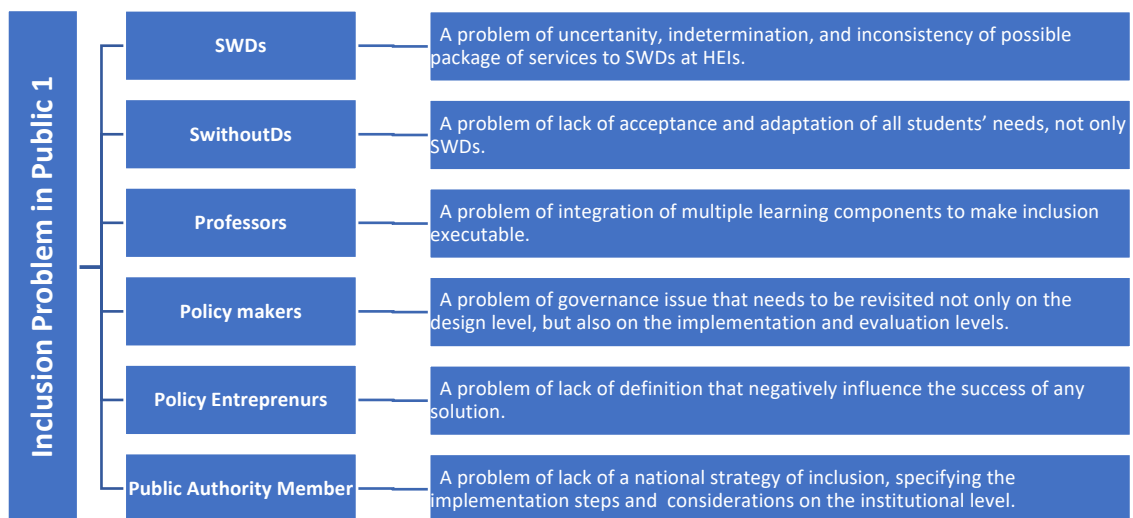
The Policy Entrepreneur member saw the urgency of the inclusion condition yet highlighted the debatable views around its definition which challenge its conversion to a problem. On an *intrapersonal* level, the member pointed out that SWDs' scarce of data limits his role as a policy innovator who is expected to come up with applicable out of the box ideas that serve SWDs' needs, preventing a widespread agreement about the nature of the inclusion problem. On an *interpersonal* level, he mentioned that the policy

entrepreneurs' approach begins with networking in policy circles, shaping the terms of policy debates, and building coalitions about the benefits of specific solutions. With the undefined inclusion problem, the challenge is to select members for coalitions who prioritize the social model over the medical model. On an *institutional* level, the member mentioned his need to know more about comparative successful models of inclusion policy innovations, to be able to fit the models to the context given that the budget limitation has been exceeded. On a *community* level, the member mentioned that SWDs' disconnection both between themselves and with professors and/or policymakers distorts the intended purpose of inclusive HEIs. It disallows much needed awareness on how inclusion can be affected, thus missing out on the capacity to change and/or modify the system's purposes. On a *policy* level, the member mentioned that the success of the policy entrepreneurs' role is to craft the suggested solutions in different ways to different policymakers, which is feasible only with the existence of multidimensional entrepreneurs, which is not the case in Egypt. In brief, the policy entrepreneur defined the inclusion problem as a problem of lack of definition that negatively influences the success of any solution.

The *Public authority*'s member blamed the Ministry of Higher Education for not mandating inclusion to be defined as a problem, because they noted this would happen sooner or later. On an *intrapersonal* level, the member noted empathy towards SWDs, similar to the others, and that SWDs' inclusion is somehow happening even if it is not yet official. On an *interpersonal* and *institutional* levels, the member noted that the public authority has already established a committee for community services with responsibility for raising community awareness in all HEIs about the political, economic, security, cultural and social challenges faced by Egypt at local, regional and international levels, among which inclusion is one of the topics to be covered. On a *community* level, the member noted that the work of the established committee should by time be sounded out at community level, leaving a comprehensive understanding of how SWDs should be supported at HEIs. On a *policy* level, the member highlighted that the government is prioritizing the SWDs' positioning at HEIs and that they are willing to support this to its end. Eventually the public authority noted that inclusion is a problem of lack of a national strategy, specifying implementation steps and considerations on the institutional level.

In conclusion, the definition of the inclusion problem is perceived differently across the Public 1 University’s interviewees (Figure 29: Problem Stream Definitions at Public 1 University). The SWDs’ and Policy Entrepreneurs’ perceptions were very similar to each other, underlying the importance of having a standardized definition of inclusion.

Figure 29: Problem Stream Definitions at Public 1 University



Public 2 University

SWDs perceived the inclusion condition as an important condition that has begun to be defined as a problem. They are supported by their faculties’ Deans and staff, but highlighted that inclusion has many dimensions that need to be considered before they could confidently say it is a well-defined problem. On an *intrapersonal* level, the SWDs perceived themselves as second-class students who deserve less attention. This perception has changed with the COVID pandemic and conversion to online modes of learning, equalizing their accessibility of materials, facilities, and possible participation, thus moving them to first-class students. On an *interpersonal* level, SWDS highlighted that they are mostly supported by TAs compared to faculty staff, which limits their benefits from the lectures. On an *institutional* level, SWDs mentioned that they benefit from some accommodation (e.g., longer exam times, and a better equipped library), yet they also suffer from some obstacles (e.g., lack of e-books, poor infrastructure). They

also highlighted that the incubation of the medical model by some professors creates deviation of facilities across the departments (e.g., the Spanish versus German department). On a *community* level, SWDs highlighted the lack of community awareness on possible SWDs' contribution, noting that their peers' support is conditioned by their ability to build rapport with them. On the *policy* level, SWDs evidenced the doubtful political will to support SWDs by their unofficial exclusion from being hired as TAs, with a few exceptional cases who were hired after the COVID pandemic and switching to online learning. As noted, SWDs believe that this exceptional case will change the policymakers' and community's perceptions to the role SWDs can play in the community. With that, SWDs perceived the inclusion problem as a problem of SWDs' positioning inside the community, who lack awareness of the SWDs' value of contribution.

SWithoutDs defined the inclusion condition as an integral part of the entire education big problem. They disagree that inclusion should be treated as a separate problem, confirming that SWDs are included and valued in the day-to-day HEIs' settings. On an *intrapersonal* level, SWithoutDs agreed that all students are disabled, but in different ways and that it is all about knowing how to cooperate with them. On an *interpersonal* level, SWithoutDs noted that there is a lack of trust between themselves and SWDs, which creates sensitivity when dealing with one another. On an *institutional* level, SWithoutDs perceived HEIs' systems as universal designed systems that need to build capacity to be truly inclusive for all learners. On a *community* level, SWithoutDs noted the context's impact on enabling individuals' effective participation within a society, supporting the social model of disability. On a policy level, SWithoutDs illustrated that the real political will should be exemplified in building community members' capacities (specifically professors) based on the expected role from each. Hence, SWithoutDs perceived the inclusion problem as a problem of lack of capacities that can incubate the social model of inclusion and deal with everyone as per their needs.

Professors perceived the inclusion condition as a defined problem at the faculty level. They noted that the collaboration and alignment that took place between the arts faculties helped them define inclusion and draw some guidelines for accommodating students. On an *intrapersonal* level, professors noted that SWDs used to be problematic factors, yet

the guidelines helped them determine accommodation actions. On an *interpersonal* level, professors noted that the learning outcomes are the governing meter for SWDs' inclusion, and they are mandated with facilitating its achievement. On the *institutional* level, professors noted the positive effect of their deans' support, reducing obstacles faced by SWDs and promoting quality education (e.g., substituting some drawing questions on exams with others for visually impaired students). On a *community* level, professors highlighted that community members still need to acquire non-violent communication (NVC) skills, to facilitate the communication with SWDs and invite their equal contribution as any other community members. On a policy level, professors blamed the public authorities for not being determined about the inclusion steps in HEIs in order to promote the fullest possible development of SWDs. Hereafter, professors defined the inclusion problem as a problem of lack of a disability focus in the current frameworks, missing targets and indicators that guide the anticipated inclusion.

Policymakers observed inclusion as a condition that has been defined by defining the social model of disability and by the global frameworks' endorsement to the means of inclusion. With the existence of the university's guidelines, policymakers assured that inclusion, being a human right concept, will guide policy development. On an *intrapersonal* level, policymakers noted inclusion as a long-term transformational challenge, noting that SWDs are now prioritized, nonetheless this prioritization are yet to be determined. On an *interpersonal* level, policymakers assured that inequality is experienced among SWDs and other discriminated groups (e.g., by class or gender), justifying inclusion's long-term nature. On the *institutional* level, policymakers noted that faculties' support service initiative for SWDs now collaborates with the disability service centers, noting their on-going need to gain knowledge about SWDs' characteristics to enable them to better tailor their services. Also, they highlighted SWDs' importance in declaring their disabilities, thus avoiding missing needed support. On a *community* level, policymakers correlated the creation of social inclusion knowledge with HEIs' enhanced capacities to manage multidimensional cases and maintain stability of services. On a *policy* level, policymakers also correlated the identification of the conceptual clarification of social inclusion and its complex interrelationships with the context awareness. In short, policymakers defined the

inclusion problem as a problem of marginalization from society through social isolation and fragmentation of social relations.

The ***Policy Entrepreneur*** member perceived inclusion as a condition that has resulted from the social practices of the different natures that exist within modern HEIs' societies. These practices have inevitably produced paradoxes that are hidden when inclusion is applied in its static form. That is why policymakers are still struggling with setting intentional systemized planning. On the *intrapersonal* level, the member suggested that SWDs' high academic skills force their professors and faculty staff to find ways to support them, when in fact slow²¹ learners face the opposite case. On an *interpersonal* level, the member confirmed that SWDs' ability to interact socially is challenging, which charges the faculty staff to: firstly, socially engage them, and secondly academically support them. On the *institutional* level, the entrepreneur admitted that systems thinking still lacks the identification of factors and actors that influence inclusion, being undetermined about the efficacy of the bottom-up versus the top-down approaches, to inform decision making. On the *community* level, the member believed in the community's power to create tangible collective social benefits for SWDs. (e.g., social participation and social cohesion). On a *policy* level, the member noted the necessity to identify contextualized educational strategies for SWDs with defined learning objectives, promoting a tailored policy for each university based on its needs. With that, the policy entrepreneur believes that the inclusion problem is a problem of making the concept of social inclusion operational, finding ways to transform the concept of social inclusion from the Utopian land to a redefined land, and using it as a practical tool to promote an inspirational realistic set of policy measures geared towards a society for all.

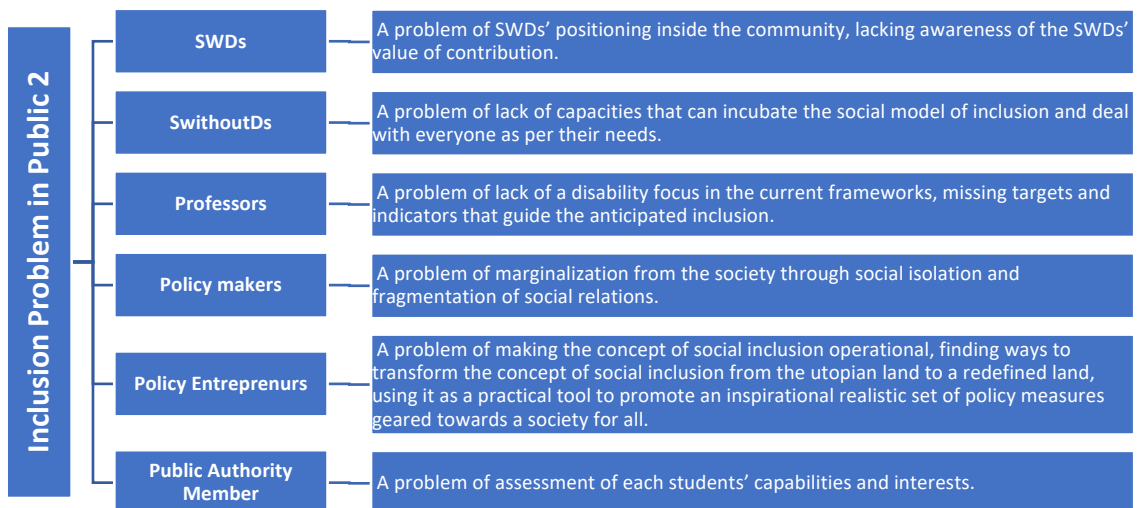
The ***Public authority*** member perceived inclusion as a condition that is usually triggered by sudden events which surface the problem yet remains unsolved unless it is worth investment from policymakers' perceptions. On an *intrapersonal* level, with his incubated social model, he determined that disabilities of students unfortunately reduce their quality of life inside HEIs, given the lack of quality services. On an *interpersonal* level, the member believes that the value of the co-created and recommissioned services for SWDs must be clear from the beginning to enable policymakers to invest in them.

²¹ Slow learners are learners who do respond to intervention, just a slightly slower rate than typical peers

On the *institutional* level, the member confirmed that HEIs’ dimensions of inclusion have started to grow with the establishment of disability centers in five public universities (currently being expanded to include more HEIs). On the *community* level, the member believed that inclusion, along with other issues (e.g., child labor, early marriage, etc.), can be supported and/or hindered by community members based on the situation and personal interests. On the *policy* level, the member believed in the importance of considering everyone’s contribution to the learning environment, referencing the SDGs’ human rights. In short, the interviewed member defined the inclusion as a problem of assessment of each students’ capabilities and their required services.

In conclusion, the definition of the inclusion problem is diversly defined by each of the interviewed members in the Public 2 University. While there are some commonalities in the expressed views (e.g. the conceptual understanding of inclusion), still the diverse range of responses reflect the interests of each group/individual, confirming as occurred with the Public 1 University the lack of multidimensional perspectives of the inclusion issue (Figure 30: Problem Stream Definitions at Public 2 University).

Figure 30: Problem Stream Definitions at Public 2 University



The Private Universities

In private universities, the condition of the SWDs is prioritized as a situation that requires fair governance. Problem brokers consider the inclusion issue equally with other issues

(e.g., quality of education), to frame it for policymakers. SWDs find their basic needs (i.e., accommodated infrastructure), if not more (e.g., electronic white boards, etc.). Policy brokers know who to talk to, how and when to affect an impact, and to find interactive policymakers ready to effect improvements.

Private 1 University

SWDs defined inclusion as a condition that has been for too long attempted to be defined as a problem, yet the community disregarded its importance. All SWDs interviewed were graduates of public secondary schools, coming from a middle-low socioeconomic background under scholarship grants. They already knew each other and formed an isolated community inside the university given their economic and social differences. On an *intrapersonal* level, they noticed that they are being perceived by the university's management as first-class students. They receive the attention needed, have a dedicated office for their needs, are better accepted by the community and are welcomed in any of the university's clubs and unions. On an *interpersonal* level, SWDs still find difficulties dealing with their peers, and they are uncertain about where the fault lies. On the *institutional* level, SWDs noted professors' incapacitation to welcome the university's inclusion policy benefits granted to them, carrying out the stipulated adjustments because they are forced rather than being convinced of the importance of doing them. Throughout their study years, SWDs noted that they are supported by Bodies²², TAs and Professors, differently. On the *community* level, SWDs are heavily engaged in extracurricular activities that allow them to break the ice with their peers and elaborate their contribution to the communities. On the *policy* level, SWDs are still not fully satisfied with the inclusion policy they benefit from; they feel that more adjustments have to be made in terms of tailoring the services and capacitating the professors. Overall, SWDs defined the inclusion problem as a problem that is not straightforward; it requires a lot of compassion and efforts from the entire community members to tailor the required approaches for different disability patterns with complex inclusion connections.

SWithoutDs defined the inclusion condition as a prioritized condition that is automatically distinguished as a problem. Three out of the five interviewed SWithoutDs

²² Peers who volunteer to support.

were Bodies²³, volunteering to support SWDs. On the *intrapersonal* level, SWWithoutDs noted that they perceive SWDs as normal students. They are willing to unconditionally support SWDs, confirming that it is a mutual relation. On the *interpersonal* level, SWWithoutDs noted that they feel that SWDs are very sensitive, which they totally understand and which is why they in response became more conservative when dealing with them. On the *institutional* level, SWWithoutDs admitted that the university exerts good efforts to accommodate SWDs, yet they can see that some services are still pending (e.g., navigation tools). On the *community* level, SWWithoutDs highlighted the University's importance of increasing more community awareness campaigns. On the *policy* level, SWWithoutDs noted that the inclusion concept should be aligned from secondary education upwards to higher education, enforcing inclusion as a social concept. Ultimately, SWWithoutDs defined the inclusion problem as a social problem of not addressing SWDs' significant barriers and lack of purporting inclusive practices.

Professors defined the inclusion condition as a condition that ought to be defined as a problem. One of the four interviewed professors is mandated with the SWDs' office services. This professor confirmed that the university supports a non-discriminatory environment, which accepts and values all students. The remaining three viewed SWDs as motivators of change and contributors to an enabling environment. On an *intrapersonal* level, with the age bracket of 40+, the four interviewed professors charged themselves the responsibility of filling the gaps between inclusion practices versus outcomes, and of raising recommendations that address the shortcomings of inclusion. On an *interpersonal* level, professors noted that it is their responsibility to use different pedagogical approaches to "make the mix work well". They think that SWDs deserve to be treated normally. One of the professors noted that he perceives all humans as disabled, thus they need to be treated according to their needs. On the *institutional* level, professors acknowledged the efforts made by the university, yet blamed the university for the lack of research needed to unfold many inquiries about how, when and what they can do to make the adjustments easier for all parties. On the *community* level, professors assumed that implementing the university's inclusion policy has contributed to community awareness of an inclusive environment, thus improving inclusion practices, and

²³ Bodies are students with no disability that volunteer to support SWDs from their peers, fulfilling their community service activities.

informing novice community members. On the *policy* level, professors noted that inclusion is an integral part of human rights, which makes its application obligatory. In brief, professors perceived inclusion as a problem of cultural issues that hinders the applicability of the peaceful living of all community members.

Policymakers defined the inclusion condition as a condition of attitudes, beliefs, or perceptions' stigmatization that are defined to be an urgent problem. They noted the urge to advance the HEIs' environments to be socially inviting, being a place that supports all students to freely think, develop experience, gain practical skills, and construct knowledge. If this is done, higher HEIs should foster the ability and confidence in their students to challenge and question major issues in society, without feeling any stigmatization. On an *intrapersonal* level, policymakers highlighted the importance of using evidenced-based data to effect much needed changes, in response to community needs. On the *interpersonal* level, policymakers noted that with their backgrounds they tend to provide SWDs' basic services yet admitting that in some cases their feedback or reaction to some issues might not take place in distinct stages, which delays positive effects. On the institutional level, policymakers confirmed that they aim for full rather than partial inclusion of all students, meeting the accreditation criteria, thinking of preventive and corrective policies, and securing students long-term assistance. On the *community* level, policymakers noted that living with dignity is what makes their community unique, supported by community activities that leverage an equitable effect. On the *policy* level, policymakers confirmed that inclusion is driven by a public duty, securing for SWDs safe spaces to interact, intermingle and intermix. In short, policymakers defined the inclusion problem as a problem of misunderstanding people and not designing appropriate interventions.

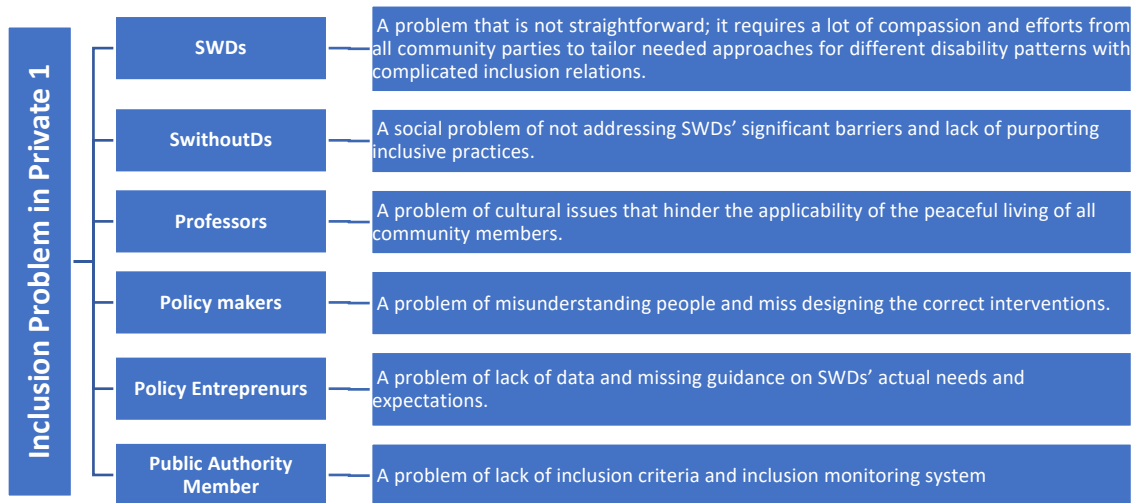
The ***Policy Entrepreneur*** defined inclusion as a public problem that needs immediate action. On an *intrapersonal* level, the member highlighted his strong belief in inclusion, noting the importance of being contextually aware of the possible inclusion practices. On an *interpersonal* level, the member revealed the importance of prioritizing SWDs' needs, and being certain about workable solutions. On the *institutional* level, the member assured that policymakers' beliefs in inclusion is based on their assumptions and references which potentially mislead the evidence base. He also confirmed his potential

to make large investments, once the environment is more supporting. On the *community* level, the member confirmed that he works with different stakeholders to articulate SWDs' experiences, seeking access to existing evidence on SWDs. On the *policy* level, the entrepreneur believed that policymakers still need to conduct further research about SWDs' needs and expectations, in order to comprehend the required services for all types of disabilities. Ultimately, the policy entrepreneur defined inclusion as a problem of lack of data and missing guidance on SWDs' actual needs and expectations.

The ***Public authority*** member perceived inclusion as a condition that has already been admitted to being a problem. On the *intrapersonal* level, the member noted his belief in increasing the accessibility of the inclusion facilities to serve everyone, not only the SWDs. On the *interpersonal* level, he believed that the governments' openness and participatory approach does not necessarily drive the government staff to become more inclusive and accountable, noting that they still need to learn more from comparative models and spread lessons from the country-level partners' experiences. On an *institutional* level, the member believed that the government needs to set inclusion criteria during the design phase of any intervention, considering how these criteria can resolve the inclusion issue. On the *community* level, the member confirmed that the government has chosen recently to work on the inclusion issue, yet it is still developing and improving implementation mechanisms. At the *policy* level, the member discussed the government's intention to track inclusion progress, learning, and adapting, confirming that they hold themselves accountable for this issue. Finally, the member defined the inclusion problem as a problem of lack of inclusion criteria and inclusion monitoring system.

In summary, the focus on the Private 1 University is about setting criteria and purpose of inclusion. While this view was mentioned by some of the interviewed groups/individuals in the Public 1 and 2 Universities above, yet the expressed views in this university have no issue with the conceptual understanding of inclusion, nevertheless, they struggle with the implementation phase and its follow-up (Figure 31: Problem Stream Definitions at Private 1 University).

Figure 31: Problem Stream Definitions at Private 1 University



Private 2 University

SWDs defined inclusion as a condition that proves itself and will be identified as a problem only when the number of SWDs increases in HEIs. On an *intrapersonal* level, with their middle-low socioeconomic background, SWDs viewed themselves through the medical model lens as second category students. They revealed that they were born like this and accept it, whilst not necessarily being happy about it. On the *interpersonal* level, SWDs noted their inability to build and sustain peer relations. Yet, SWDs noted the successful role social specialists and TAs play with them in facilitating their accommodation and academic lives. They also noted that they feel more comfortable dealing with TAs, being in the same age bracket and are more flexible when it comes to booking times or asking for re-explanations. On the *institutional* level, SWDs confirmed that their accommodation inside the university is made on a case-by-case basis, after being interviewed and their needs are determined per semester. On the *community* level, SWDs noted that the higher socioeconomic background, the less social stigma community members practice on them, yet the opposite is the case. On a *policy* level, SWDs noted their eligibility to Engineering and Pharmacy credit hours programs. They also noted that their accessibility to the Dean's office makes their accommodation easier compared to their counterparts in other universities. Briefly, SWDs defined the inclusion

problem to be a problem of lack of communication channels that mislead the selection of effective inclusion practices needed to help SWDs attain academic achievements.

SWithoutDs defined inclusion as a general condition that comes across many other problems in the HEIs. On an *intrapersonal* level, *SWithoutDs* noted their willingness to support SWDs who dislike being treated differently. On an *interpersonal* level, *SWithoutDs* also noted that the small number of students in each faculty allows them to all work together in different groups and projects, thus breaking the ice and building rapport. This again facilitates their relations and limits any sensitivity that may arise. On an *institutional* level, *SWithoutDs* noted that the university's unique humanistic core program forces each student to use their creativity and cooperate with their peers to shape a better future for all. With this setup, there is a harmony between faculties and their students, TAs and professors to find the best in each person, deploy it and complement it with others' strengths. That said, they believe that everyone, including the SWDs have strengths that can be deployed. On a *community* level, *SWithoutDs* noted that the core program allowed them to have a very special community that builds cross-sector coalitions, recognizing and addressing all students' contributions. On a *policy* level, *SWithoutDs* praised the participatory approach the university follows in engaging all students in their decisions and allowing them to design their future, noting that having the university mandated with SDGs has helped to make their contributions valuable, down-to-earth, and relevant to the progression of Egypt. Concisely, *SWithoutDs* defined the inclusion problem as a problem of lack of determining each students' strengths and lack of opening channels to deploy these strengths in favor of the whole community.

Professors perceived the inclusion condition as a defined problem that is well articulated in the SDGs and is obligatory for everyone to handle. On *intrapersonal* level, professors revealed the University vision's impact on their thinking of SWDs, supporting real values of solidarity. This helped them to integrate the values of all students while achieving their learning outcomes. On an *interpersonal* level, professors denied any dysfunctionality of any of the students' contributions. They never stop at social acceptance, as it is a built-in value, yet they push for social cohesion for the national benefit. On the *institutional* level, professors noted that the top-down approach of inclusion has also strengthened the bottom-up approach of inclusion, enhancing both approaches with much needed

research. On the *community* level, professors noted that the University's isolated campus (i.e. far from downtown) helps building a community with very special attributes and interests, creating a community's social capital goodwill and strengthening its ripple effects on the community. On the *policy* level, professors noted that the University's SDGs incubated guidance put them on track in terms of developing fair policies to engage, retain and employ every member of its community, in which the SWDs are members. Finally, professors defined the inclusion problem as a problem of lack of logical connection between students' lives, needs and value systems and between the academic learning outcomes.

Policymakers defined the inclusion condition as a defined institutional problem. On the *intrapersonal* level, policymakers noted their personal commitment to improve the lives of students, TAs and professors within a community which creates better opportunities for everyone to be exposed to different perceptions, thoughts, and ideas, thus being more creative. On an *interpersonal* level, policymakers ensured their use of participatory approaches to build an inclusive education that reduce unwarranted and arbitrary exclusion. On an *institutional* level, policymakers noted that their university is guided by international policies that have national implications, which are firmly rooted in their internal guidelines and policies. On the *community* level, policymakers noted that the university works on balancing a community that comprises a range of specific definitions and foci on SWDs' needs to broader ideals of creating inclusive communities. On the policy level, policymakers noted the on-going challenge of pleasing everyone, highlighting their own gratitude in being able to eliminate any discriminatory attitudes, creating welcoming communities, and building an inclusive society. As confirmed, this comes in full alignment with their sustainable development vision, capacitating the community with outstanding calibers. In summary, policymakers noted the inclusion problem as being a problem of lack of mandating the SDGs thinking in the HEIs' systems.

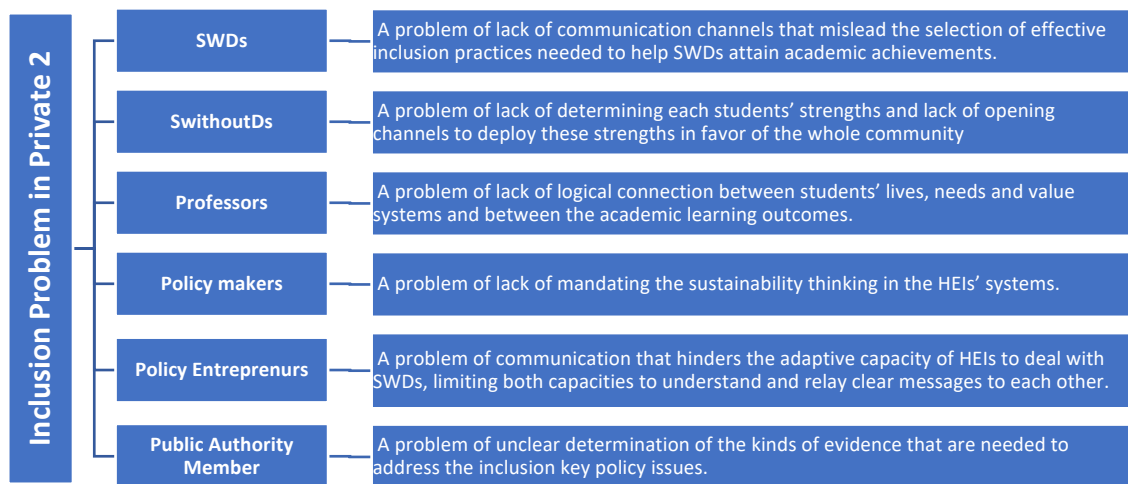
The ***Policy Entrepreneur*** defined inclusion as a noted condition that everyone is working on, even if it is not properly defined. On the *intrapersonal* level, the entrepreneur believed that non-violent communication is an adaptable inclusion method which can suit any HEIs' contexts, if it is well understood and deployed. On the *interpersonal* level,

the entrepreneur noted that creating a space for communication, openness and sharing, and the ability to see/work with different perspectives and working styles, is what any entrepreneur should invest in and convince the policymakers of to promote inclusion. On an *institutional* level, the entrepreneur noted that knowing people's needs is what makes them see similarities between themselves and others and creates understanding, which is still a point that HEIs need to prioritize. On the *community* level, the entrepreneur pointed that there is still a way to go with enhancing the five elements of adaptive capacity (trust, diversity, common meaning, self-organization, and learning). On the *policy* level, the entrepreneur pointed to the recent enhanced relation between government officials and HEIs' community members, helping the information to contribute to decision-making. In brief, the entrepreneur defined the inclusion problem as a problem of communication that hinders the adaptive capacity of HEIs to deal with SWDs, limiting both capacities to understand and relay clear messages to each other.

The *Public authority*'s member defined the inclusion condition as an integral part of many defined problems (e.g., equality, quality education, etc.) that policymakers are considering. On the *intrapersonal* level, the member believed that inclusion (with its dependent integrated status) is challenged by collecting wrong evidence which misleads the whole learning process and the make-up of its relevant decisions. On the *interpersonal* level, the member revealed that the relation between the evidence providers and policymakers manipulates the data and guides it to specific directions, noting the importance of focusing on workable cost-effective solutions. On the *institutional* level, the member noted that the research's role in building up the institutions' systems is very weak, misinforming the decision-making. On a *community* level, the member noted that HEIs' desire to be a highly ranked community drives them to specific settings, activities, and regulations that despite their possible benefits on the community level, may be very harmful if SWDs cannot see their relevance to their learning outcomes. On the *policy* level, the member pointed out the risk of knowledge production and transmission, confirming that the who, how and when questions strongly influence the quality of knowledge generated which automatically influences the quality of decisions. Conclusively, the member defined the inclusion problem as a problem of unclear determination of the kinds of evidence that are needed to address the inclusion key policy issues.

In summary, the focus on the Private 2 University is on integrating system mechanisms that consider SWDs’ acceptance and value. While there are no conceptual doubts about inclusion, the challenge remains on the application side (Figure 32: Problem Stream Definitions at Private 2 University).

Figure 32: Problem Stream Definitions at Private 2 University



Policy stream

The Public Universities

Public 1 University

SWDs noted the need of defining certain and standardized SWDs’ package of services across all faculties. On *intrapersonal and interpersonal* levels, SWDs highlighted the importance of having adaptive aids (user-friendly and well-equipped campuses) to equitize the facilities for them. On *institutional and community* levels, they suggested having information hubs (newsletters, e-journal, etc.) regularly informing them of available opportunities, faculties’ news, academic conferences, trainings and/or workshops that connect them to the community. On a *policy* level, they noted the urge to develop an academic mentoring system, increasing students’ potential benefit from professors’ direct support.

SWithoutDs noted that the lack of communication decreases the possibility of inclusion. On *intrapersonal and interpersonal* levels, they noted that the lack of effective

communication channels between all students and the faculty staff, administration staff, and policymakers limits their contributions to inclusion. If created, these channels could have developed all students' academic performance, diminished their current isolation, and thus produced effective inclusion. On *institution, community, and policy* levels, SWithoutDs noted that the uncertain frequency, directionality, and formality of the current channels doubt their effectiveness and quality and thus restrict students' engagement in designing their own inclusive environment.

Professors were unclear about possible inclusion solutions, yet they noted that their professional development on inclusion would not be useful unless it was preceded by a discussion on how inclusion is defined and how it can be mandated. They noted that given the high professors-students ratio rate, SWDs can be better served by TAs, who have more time, are closer to students' age brackets and have reasonable rates of assignment. On *intrapersonal and interpersonal* levels, professors believe that the students-TAs' relationship is more beneficial than the students-professors' relationship. On the *institutional, community and policy* levels, professors noted that the HEIs' system need to be clearer about the execution of inclusion, and they need to decide on actions to take for implementation of inclusion policy, while ensuring professors' contribution to suggestions raised on issues relevant to their role.

Policymakers noted that inclusion can be handled if a clear prescription of what should and should not be done are pre-determined. The ministerial staff member noted the role of research in informing decision-making. Other policymakers noted possible learning from comparative models, deciding on useful inclusion practices that can be replicated. On *intrapersonal and interpersonal* levels, all agreed that newly introduced academic structures need to be built to enhance the inclusion context. Success of this new structure is conditioned by generating solutions in writing around controversial issues and generalizing them across the board. This can only be done as suggested if a national survey is conducted as a diagnostic step to know the status of SWDs, the type of services being offered and the gap between both. On *institutional, community and policy* levels, all policymakers were transparent about the impracticality of some solutions, which may be good but cannot be implemented in Egypt for different reasons (e.g., budgetary limitations). They noted the spillover of some solutions on others, highlighting that the

main challenge is not about deciding on solutions, but about making sure that these solutions are not harmful to other issues. In short, a holistic package of solutions needs to be built.

The ***Policy entrepreneur*** member noted on *intrapersonal and interpersonal* levels the importance of prioritizing solutions raised by policy entrepreneurs incubating the social model (excluding those incubating the medical model). He also noted the importance of engaging policy entrepreneurs in community discussions, enabling them to be more realistic about their investments and possible interventions. On an *institutional* level, the entrepreneur noted the importance of lobbying and partnering with the private sector, highlighting the role each party plays. On the *community* level, the entrepreneur noted the importance of examining the contextual effectiveness of suggested current practices and prioritizing only the effective ones. On a *policy* level, the entrepreneur believes in designing a choice-based reform that allows HEIs to tailor their services based on the SWDs' unique educational needs.

The ***Public Authority member*** noted that the inclusion success is triggered by a diverse mix of personnel, technology, and strategy needs. On *intrapersonal and interpersonal* levels, he noted the importance of establishing discussion routines amongst all students and building an understanding community with common considerations. On the *institutional, community and policy* levels, he noted that improvements are correlated to the HEIs' resilience to accommodate different services, thus it is important to specify the goals of a National Inclusion Strategy, with targets of; raising societies' awareness, leapfrogging diversified instructional and assessment strategies, increasing and diversifying the extracurricular activities, creating new learning opportunities for SWDs, boosting faculty and staff's capacity, overcoming any social divides, and/or re-integrating the inclusion concept into different educational components.

In summary, the Public 1 University focuses on adapting an inclusive learning management system, mandating all stakeholders to it. Concerns are mostly about the need of the HEIs' structure to be more determined about approaches to inclusion, thus securing everyone's conviction and commitment (Figure 33: Policy Stream Suggestions at Public 1 University).

Figure 33: Policy Stream Suggestions at Public 1 University

SWDs	SWithoutDs	Professors	Policy Makers	Policy Entrepreneurs	Public Authority Member
<ul style="list-style-type: none"> • Adaptive Aids • Information Hubs • Academic Mentoring 	<ul style="list-style-type: none"> • Effective communication channels 	<ul style="list-style-type: none"> • Inclusion definition and mandating • Actions to be taken for inclusion 	<ul style="list-style-type: none"> • Research • Comparative models • National diagnostic survey • Holistic package of solutions 	<ul style="list-style-type: none"> • Contextualized and effective inclusion practices • Lobbying and partnering with the private sector 	<ul style="list-style-type: none"> • National Inclusion Strategy guided by resilient goals

Public 2 University

SWDs noted on *intrapersonal and intrapersonal* levels the importance of building a strong connection between professors and SWDs, allowing more time between them to build rapport. On the *institutional* level, SWDs noted the importance of enhancing the infrastructure of the campus and considering the preparations they need. On a *community* level, they highlighted the importance of encouraging high-visibility student participation in several community activities and in public events, increasing community members' valuing of SWDs' contribution and diminishing any doubts about their usefulness. On a *policy* level, SWDs noted the importance of having declared support from the Dean, as capable educational members.

SWithoutDs noted on *intrapersonal and interpersonal* levels the importance of building the capacity of faculty and staff to deal with SWDs through the social model lens. On the *institutional, community and policy* levels, SWithoutDs noted that HEIs' leaders and education practitioners should support SWDs to succeed, using assistive learning strategies that are effective.

Professors noted on *intrapersonal and interpersonal* levels the importance of remaining committed to the goal of closing the achievement gap for all students, guided by special indicators. In addition, they showed awareness of the importance of increasing faculties' autonomy, thus enabling them to affect their own adjustments according to the quantity and quality of SWDs they have. On an *institutional* level, professors noted the

importance of having on-job modelling of how SWDs should be supported to enhance the overall environment. This involves having mentoring programs led by successful professors to model daily practices of inclusion. On *community and policy* levels, professors highlighted the importance of developing tools that enable them to make the inclusion process systemized.

Policymakers noted on *intrapersonal and interpersonal* levels the importance of having collaborative efforts that link social networks and build trust among community members and between themselves and the faculty staff. On *institutional, community and policy* levels, the policymakers noted that social well-being can be integrated into community-level strategies that address root causes of social isolation and raise community members' sense of belonging.

The ***Policy entrepreneur*** noted on *intrapersonal and interpersonal* levels that public investments should be carefully directed to professional and leadership development efforts that are tightly linked to the specific needs of each HEI and that address capacity issues related to learning. On *institutional, community and policy* levels, ongoing counseling and mentoring is advisable, narrowing the gaps between the SWDs and all other community members.

The Public Authority member noted on *intrapersonal and interpersonal* levels the importance of mainstreaming inclusive assessment through enhancing policies and practices relevant to professors' work, stakeholders' role, and peers' support. On *institutional, community and policy* levels the member noted that these factors should be supported by evidenced-based assessment processes, tools, methods, and approaches.

In summary, the Public 2 University focuses on SWDs' academic achievement and factors that contribute to that. This focus includes system development, professors' development, community development, and inclusion application development (Figure 34: Policy Stream Suggestions at Public 2 University).

Figure 34: Policy Stream Suggestions at Public 2 University

SWDs	SWithoutDs	Professors	Policy Makers	Policy Entrepreneurs	Public Authority Member
<ul style="list-style-type: none"> • Professors-Student relation • Infrastructure • Visibility of SWDs' participation • Dean's support 	<ul style="list-style-type: none"> • Faculty and staff capacity building • Leaders and practitioners to use effective learning strategies 	<ul style="list-style-type: none"> • Closing the achievement gap of all students • Faculty's autonomy to effect accommodation • On-job modelling of inclusion • Tools to systemize the inclusion process 	<ul style="list-style-type: none"> • Strengthening the social networks • Integrating social wellbeing at the community level strategies 	<ul style="list-style-type: none"> • Investing in the professional and leadership development • Community counseling and mentoring 	<ul style="list-style-type: none"> • Mainstreaming policy and practice settings to promote the learning for all • Evidenced-based assessment process, tools, methods and approaches

The Private Universities

Private 1 University

SWDs on *intrapersonal and interpersonal* levels noted that they do not want to benefit from any solutions, seeing themselves equal to their counterparts. On an *institutional* level, SWDs acknowledged the role of the dedicated office to support them, noting that having more specialized staff would help them deal with some of their daily obstacles. On *community and policy* levels, SWDs referred to the ADA law²⁴ that the university follows, stating that it shows flexibility in the services provided. SWDs also noted that the university's resilience to different disability cases is what enables them to accomplish their goals.

SWithoutDs noted on *intrapersonal and interpersonal* levels the importance of increasing the joint activities between all types of students, pointing out that these activities will help not only SWDs but everyone. On *institutional, community, and policy* levels SWithoutDs noted the importance of building more communication channels with SWDs to keep them updated with any opportunities that allow more collaboration and help to facilitate SWDs' lives. SWithoutDs also suggested establishing a club with a focus on inclusion, to help SWDs discuss and find solutions to their issues.

²⁴ AMERICANS WITH DISABILITIES ACT OF 1990.

Professors on *intrapersonal and interpersonal* levels recognize the importance of having their own relationships with SWDs to better understand their needs and find solutions for them. They confirmed that accommodations can never be standard yet must be tailored to each case on its own merits. On *institutional, community, and policy* levels, professors also noted the importance of encouraging peer involvement in SWDs' learning process, being a powerful tool that helps all students understand each other's values and benefits from different scaffolding opportunities.

Policymakers noted on *intrapersonal and interpersonal* levels the importance of defining an implementation process for inclusion policies at the system level; recognizing that the core of change processes require the engagement of SWDs. On *institutional, community, and policy* levels, policymakers noted that their on-going steady agreements with NGOs and the private sector help them facilitate the learning process for SWDs (e.g., fellowships) according to specified plans that fully align with the SWDs' needs and the accreditation criteria they have.

The **Policy entrepreneur** noted on *intrapersonal, interpersonal and the institutional* levels the importance of offering socially logical and feasible solutions to SWDs, to enable them to feel their worth of engagement. On *community and policy* levels, the entrepreneur noted the importance of investing in determining collective data about SWDs in HEIs to decide which solutions need to be prioritized.

The **Public authority member** noted on *intrapersonal and interpersonal* levels the importance of building the actors' capacity or reactions against the inclusive educational reforms. On an *institutional* level, the member noted the importance of being certain about what inclusion can look like. On *community and policy* levels, the member noted the importance of differentiating between inclusion policies and inclusion's practices. As suggested, the practices should precede the policy and shape it, according to two factors: SWDs' status quo within each HEI, and its budget limitations.

In summary, the Private 1 University focuses on sustaining high standards in its current inclusion policies/practices. Attention is also given to strengthening the partnerships' role, thus enhancing manageable interests, differentiating between inclusion policies versus practices (Figure 35: Policy Stream Suggestions at Private 1 University).

Figure 35: Policy Stream Suggestions at Private 1 University

SWDs	SWithoutDs	Professors	Policy Makers	Policy Entrepreneurs	Public Authority Member
<ul style="list-style-type: none"> •Dedicated office of services •Implementation of the disability law 	<ul style="list-style-type: none"> •Joint activities between all students •Creating new communication channels to reach out SWDs •Establishing a club to SWDs 	<ul style="list-style-type: none"> •Avoiding standard accommodations and encouraging tailored ones. •Peer involvement in SWDs' learning process 	<ul style="list-style-type: none"> •Implementation process of inclusion •SWDs engagement •Agreements with NGOs •Accreditation criteria 	<ul style="list-style-type: none"> •Social logical and feasible solutions to SWDs •Investing in determining collective data about SWDs 	<ul style="list-style-type: none"> •Leaders capacity against the inclusion reform •Certainty of how inclusion should be •Differentiating between the inclusion policies and the inclusion practices

Private 2 University

SWDs noted on *intrapersonal and interpersonal* levels the importance of enhancing SWDs' skills and competencies to increase their opportunities and make best use of any possible opportunities around them (e.g., competitions). On an *institutional* level, SWDs highlighted two issues: the infrastructure, and accessibility to professors. Noting that these two issues are strongly endorsed in their university, SWDs confirmed that these facilities empower their feeling of equity and participation. On *community and policy* levels, SWDs noted the importance of having individual education plans (IEP) headed by academic advisors, drawing clear steps for performance development and improvement.

SWithoutDs noted on *intrapersonal and interpersonal* levels the importance of stopping any social stigma and SWDs' labelling and enforcing social acceptance of people's deviation through interactive activities. On an *institutional* level, SWithoutDs noted the importance of having specialists supporting different SWDs, helping them to mingle into the community (e.g., sign language that uses visual-manual modality to convey meanings). On *community and policy* levels, they noted that core support is about creating opportunities for SWDs to contribute to the development of the community (e.g., encouraging heterogeneous group work in graduation projects). Once this structure is

mandated, inclusion practices will be more influential than having this mandated through inclusion policy.

Professors noted on *intrapersonal and interpersonal* levels the importance of enhancing staff and students' values of inclusion, thus enhancing meaningful relationships across community members. On an *institutional* level, professors noted that inclusion practices should start early on in schools, continuing and aligning with Higher Education, so that SWDs know what facilities they should expect and how they can make use of them. Professors also confirmed that inclusion should be included within Quality Assurance standards and accreditation criteria. If done, this will help stakeholders to understand inclusion practices and be able to implement them. On a *community* level, professors believed in extracurricular activities' role in engaging SWDs and elaborating their role inside the community. On a *policy* level, professors noted the SDGs' role in drawing clear lines about inclusion, not only for SWDs but for everyone including the faculty and staff.

Policymakers noted on *intrapersonal and interpersonal* levels the importance of having 'inclusion' as one of the accreditation criteria, mainstreaming the inclusion concept across all the university's strategies and activities. On an *institutional* level, policymakers noted the importance of having a university's vision, forcing a top-down approach that support inclusivity values. On a *community* level, policymakers noted the importance of having community-based learning to promote both the learning and social achievement, using a range of formal and informal methods. On the *policy* level, policymakers noted the importance of charging the inclusion responsibility to both the public and private sectors together. They highlighted the public-private partnerships that promote development methods and facilitate inclusion practices.

The **Public Entrepreneur** noted on intrapersonal and interpersonal levels the importance of increasing SWDs' capacities to be independent and act as any other member inside the community. He highlighted that those SWDs who reach the HEIs usually have strong willingness to go the extra mile to complete their learning journey and consequently join the labor market. Thus, he believed that the real challenge is with SWDs at the basic education level. That's why, on an *institutional* level, he believed that the HEIs' main

role, besides facilitating the lives of their SWDs, should be working on sharing SWDs' success stories with schools' students, opening a learning channel for them to communicate with SWDs finishing their Higher Education to learn from their journey. On *community and policy* levels, the entrepreneur confirmed the importance of giving SWDs affirmation actions of inclusion, not just being limited to discussion exceptions and accommodations.

The ***Public Authority member*** noted on *intrapersonal and interpersonal* levels the importance of creating team cultures that facilitate SWDs social, where people feel like they belong to inviting cultures. On an institutional level, the member suggested considering a performance management and reward system for engaging faculty and staff in developing inclusion policies and practices. He believes that this participatory approach will gain the buy-in of everyone and help them be practical about applicable solutions. On a *community* level, the member thought that at this stage of awareness, the community needs interventions that shift their negative experiences with inclusion to more positive ones by discussing negative experiences and their suggested solutions to every experience. If this happened, as suggested this would help to speed up the process and demonstrate possible change in a short period of time. On a policy level, the member noted the importance of drawing an outline of expectations for inclusion roles in diversity initiatives, pushing for a cohesive inclusion setting.

In summary, the Private 2 University focuses on enhancing SWDs' skills and competencies to enable them to make full use of the university's outstanding core program. This program is considered a source of equitization, engagement and participation, contributing to the inclusion core concepts (Figure 36: Policy Stream Suggestions at Private 2 University).

Figure 36: Policy Stream Suggestions at Private 2 University

SWDs	SWithoutDs	Professors	Policy Makers	Policy Entrepreneurs	Public Authority Member
<ul style="list-style-type: none"> •SWDs' skills and competencies •Infrastructure •Accessibility to professors •Individual education plan 	<ul style="list-style-type: none"> •Social acceptance through interactive activities •Inclusion specialists •SWDs created opportunities of contribution 	<ul style="list-style-type: none"> •Values of inclusion •Alignment of inclusion in schools and HEIs •Quality Assurance standards •Accreditation criteria •Extracurricular activities 	<ul style="list-style-type: none"> •Accreditation criteria •University's vision •Community-based learning •Public-private partnerships 	<ul style="list-style-type: none"> •SWDs skills •HEIs support to schools •Affirmation actions of inclusion 	<ul style="list-style-type: none"> •Inclusive team cultures •Performance management and reward system •Interventions that shift negative inclusion to positive ones •Outline of inclusion expectations.

Politics stream

The Public Universities

Public 1 University

SWDs noted on *intrapersonal and interpersonal* levels that the absence of mentoring program(s) has negatively affected the required solution of having a structured one-to-one relationship with their TAs or professors. This absence hinders the growth of their skills and limits their chances to make better decisions and gain new perspectives in their academic lives. On an *institutional* level, SWDs noted the absence of a holistic inclusion support system (from the university's President down to TAs) which makes inclusion practices less frequent and uncertain. On *community and policy* levels, SWDs noted that the newly developing systems of care that are proposed by the government can be a supporting factor for their accommodation only if they were to be systemized and generalized across all universities.

SWithoutDs noted on *intrapersonal and interpersonal* levels that academic difficulties and underachievement coincide with the existence of behavioural problems. On *institutional* level, SWithoutDs highlighted the positive impact of having an individualized social support service, offering a comprehensive insight to adaptive solutions and operations. On a *community* level, SWithoutDs emphasized on the negative impact of the lack of knowledge about inclusion, which hinders community members' attitudes towards the implementation of inclusive practices. On the *policy* level,

SWithoutDs noted that despite their limited knowledge about the disability law, they still see that the law lacks the linking of clearly defined roles and responsibilities to social and educational outcomes, thus facilitating its implementation.

Professors noted on *intrapersonal and interpersonal* levels that professors' age brackets and low level of awareness of inclusion represent significant obstacles in applying inclusion. On an *institutional* level, professors noted that stakeholders' engagement usually facilitates the implementation of the suggested solutions for inclusion, especially when the implementation does not fit the HEIs' capacities and/or budget. However, it is important to note that the bureaucratic system may still hinder any possible initiatives for change. Professors also noted that building a knowledge hub for practical solutions that evidenced previous success in the Egyptian context can help to standardize SWDs' services. On the *community* level, professors noted that ignoring the existence of the social stigma builds a taboo that can never be disconnected from any perceived social disappointment. Any solution is negatively influenced with this stigma and puts a lot of pressure on SWDs. On the *policy* level, professors noted the importance of considering national and global reports and frameworks that set standards for inclusion (e.g., the Human Development Report, SDS-2030, etc.). They noted that all such references should be aligned and should provide a wide vision of inclusion practices and values inside the HEIs, to be tailored by each university according to their context.

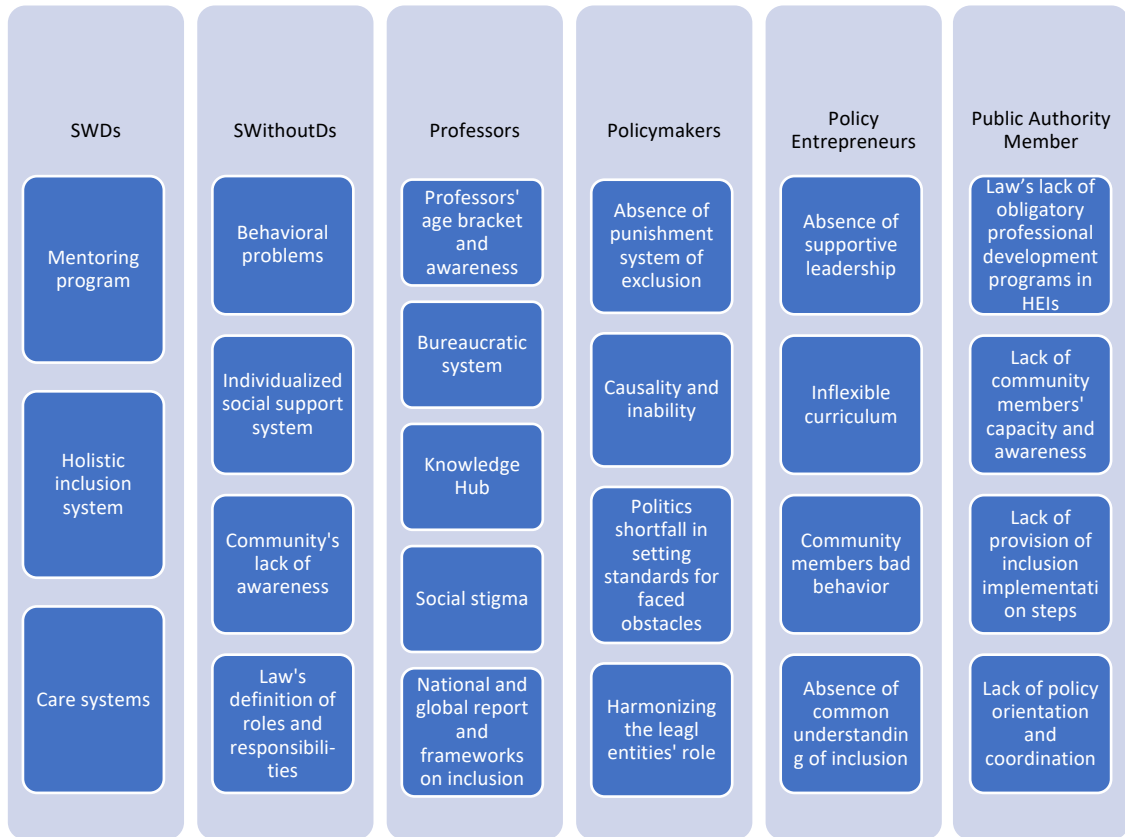
Policymakers noted on *intrapersonal and interpersonal* levels that the absence of clear guiding policies for punishment of exclusion is not yet in place, confirming that developing a coordinated response to the very complex system of social exclusion problems could positively support the inclusion problem and policy. On *institutional and community* levels, policymakers noted that HEIs' capacities to apply inclusion varies according to two reasons: causality versus inability. That said, some HEIs may have some obstacles (e.g., budget limitations) and once resolved they are able to go forward with their plans for inclusion. Nevertheless, others may have no obstacles but still cannot apply inclusion due to their limited understanding and ability. For that, policymakers see that politics are short in setting standards for faced obstacles and for the required abilities. On a *policy* level, policymakers noted that harmonizing the legal entities' roles can help determine the practicality and timeframe of the suggested solutions.

The ***Policy Entrepreneur*** noted on *intrapersonal and interpersonal* levels that the absence of universities' supportive leadership makes inclusion impossible. He pointed out that any required adaptations for SWDs cannot be done without the support of the leader. On *institutional* level, the entrepreneur noted that an inflexible curriculum disengages students from participation. On a *community* level, the entrepreneur highlighted that community members' continuous bad behaviour threatens SWDs' accommodation, noting the need of behavioural interventions. On a *policy* level, the entrepreneur noted that the absence of the common understanding of inclusion is confusing everyone. Thus, translating and disseminating common grounds of inclusion (from the law) in terms of definition and practice is needed to enhance the inclusion framework in HEIs.

The ***Public authority member*** noted on *intrapersonal and interpersonal* levels that the severity and nature of the disabling condition together with professors' lack of skills, create negative attitudes and a low level of acceptance of the suggested solutions. On an *institutional* level, the member noted that the law's lack of obligatory professional development programs in HEIs weakens the inclusion problem definition and suggested solutions. On a *community* level, the member noted that community members' capacity and awareness help to influence the inclusion solutions' applicability. On a *policy* level, the member noted that the missing provision of inclusion implementation steps makes inclusion more or less impossible. In addition, the member pointed that the weakness in policy orientation and coordination undermines a holistic and inclusive approach.

In summary, the private 1 university focuses on the legal framework and community awareness. Specific missing dimensions were highlighted, showing the importance of not only introducing laws and policies, but to have it dimensional, supported by action plans to guarantee the right to inclusive education (Figure 37: Politics Stream Factors at Public 1 University).

Figure 37: Politics Stream Factors at Public 1 University



Public 2 University

SWDs noted on *intrapersonal and interpersonal* levels that the large number of students in each session complicates practicing any possible inclusion solution. On an *institutional* level, SWDs noted the limited resources' negative impact on inclusion solutions. On the *community* level, SWDs noted that the absence of inclusive characteristics among the HEIs' communities has negatively affected their lives inside the HEIs. On a *policy* level, SWDs noted that the misalignment between the disability law and the organizing law has confused the national inclusion definition.

SWWithoutDs noted on *intrapersonal and interpersonal* levels that professors' reluctance or unwillingness to support SWDs results from the scarcity of materials and resources needed for accommodating change. On an *institutional* level, SWWithoutDs noted that backup help from leaders and specialists is an essential factor for successful inclusion.

On a *community* level, SWithoutDs emphasized that social goals can be as important as academic goals for SWDs. Based on their experience with the MOSS competitions, setting mixed goals helps to develop students' skills and unintentionally force inclusion solutions. On a *policy* level, SWithoutDs noted that the absence of the roll-out plan for the implementation of the existing disability law contributes to the continual definition and implementation problem.

Professors noted on *intrapersonal and interpersonal* levels that the absence of gap analysis obstructs the possibility of assessing inclusivity requirements and the SWDs' needs. On an *institutional* level, professors noted that the absent link between their promotion and their inclusion performances delays possible inclusion solutions. On *community and policy* levels, professors noted that the lack of community dialogue hinders any possibility of determining the workable solutions that might guide the inclusion path in HEIs.

Policymakers noted on *intrapersonal and interpersonal* levels the expected positive effect of having a coalition framework of inclusion that begins with a bottom-up analysis of defining the policy problem, ending with the top-down analysis of defining constraints of implementation. On an *institutional* level, policymakers noted that the absence of explanation of the conceptual models of inclusion confuses the definition of inclusion, giving the freedom for everyone to deal with different inclusion situations as per each individual understanding. On a *community* level, policymakers highlighted that the lack of research and knowledge creation methodologies hinders leaders and implementers from understanding the position of inclusion. On a *policy* level, policymakers noted the negative impact of the absence of provisions and procedures for facilitating the implementation of the disability law.

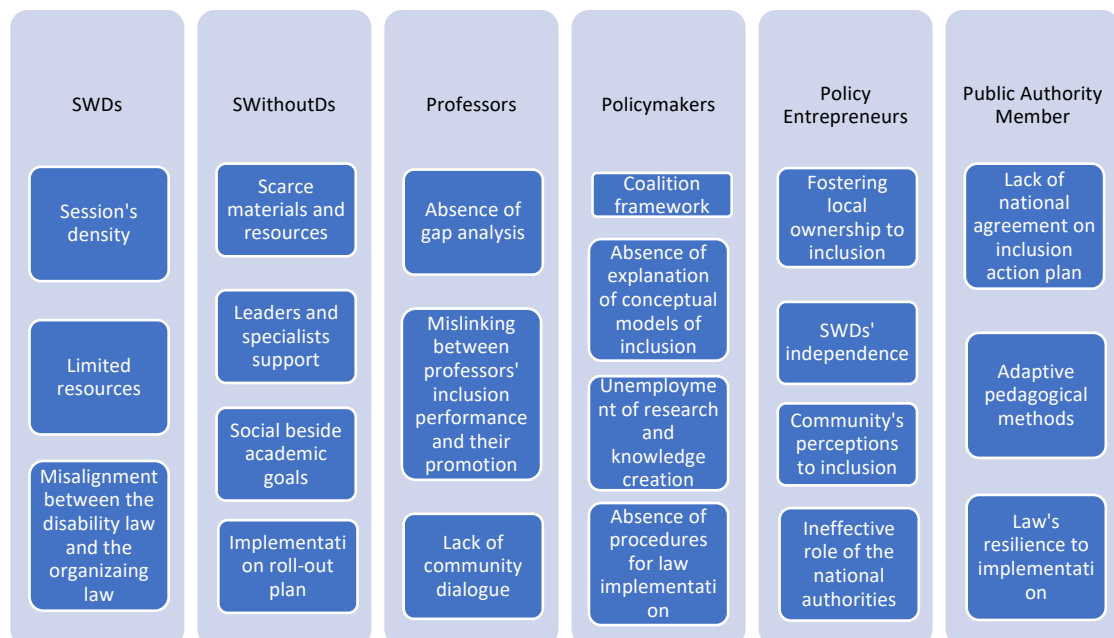
The **Policy Entrepreneur** noted on *intrapersonal and interpersonal* levels the importance of fostering local ownership to inclusion. A role should be given to everyone to enhance inclusion and be part of the successful implementation, under a strong mandatory plan. On an *institutional* level, the entrepreneur noted that the inclusion policy's effectiveness relies on its ability to increase SWDs' independence and internal attributes, focusing on discovering and expressing their unique distinct potential. On a

community level, the entrepreneur noted that the community’s perceptions of inclusion demotivate the implementation of inclusion solutions. On a *policy* level, the entrepreneur noted the negative impact of the national authorities’ ineffective role of inclusion in specifying its definition and solution.

The **Public authority member** noted on *intrapersonal and interpersonal* levels that the lack of national agreement on the implementation steps of inclusion hinders its solutions. On *institutional and community* levels, the member mentioned how the governments’ efforts in drafting new measures for better receiving, supporting, and adapting pedagogical methods for SWDs, are expected to facilitate the process. On a *policy* level, the member noted the importance of increasing the law’s resilience needed for the implementation.

In summary, the Private 2 University focuses on SWDs and community’s engagement in executing inclusion, and possible links to sustain their performance (Figure 38: Politics Stream Factors at Public 2 University).

Figure 38: Politics Stream Factors at Public 2 University



The Private Universities

Private 1 University

SWDs noted on *intrapersonal and interpersonal* levels that empowering students' self-reliance, positively influences inclusion solutions. On an *institutional* level, the dedicated office was again mentioned as a supporting factor for defining and implementing inclusion. On the *community* level, SWDs noted the effect of the extracurricular activities in helping students to mingle within their community, thus facilitating communication with their peers. On a *policy* level, SWDs noted how they are supported by the international and national laws, which made their lives easier both inside and outside the HEIs.

SWithoutDs noted on *intrapersonal and interpersonal* levels that nothing drives engagement and inclusion motivation more than a positive rapport with all community members. On *institutional and community* levels, SWithoutDs emphasized that scaffolding and feedback provision are success factors for enhancing inclusion practices. On the *policy* level, SWithoutDs noted the positive effect of announcing inclusion policies, setting clear boundaries for the expectations of each community member.

Professors noted on *intrapersonal and interpersonal* levels that when SWDs feel safe, seen, and supported, they experience more positive emotions, which boosts cognitive resources for learning. On an *institutional* level, professors noted that focusing on the learning targets helped them accommodate students' needs without being distracted and as well helped meet the accreditation criteria set for inclusion. On the *community* level, professors noted that creating spaces for bringing stressed-out students' brains back to the "calm zone" helped them integrate better into the community and improved management's understanding of their accommodation plans and needs. On a *policy* level, professors noted the law's positive impact on creating teams of support, with diversified compositions, to provide tailored accommodation and adjustments as needed.

Policymakers noted on *intrapersonal and interpersonal* levels that their focus on building social-emotional learning (SEL) as a lever for academic learning is more than

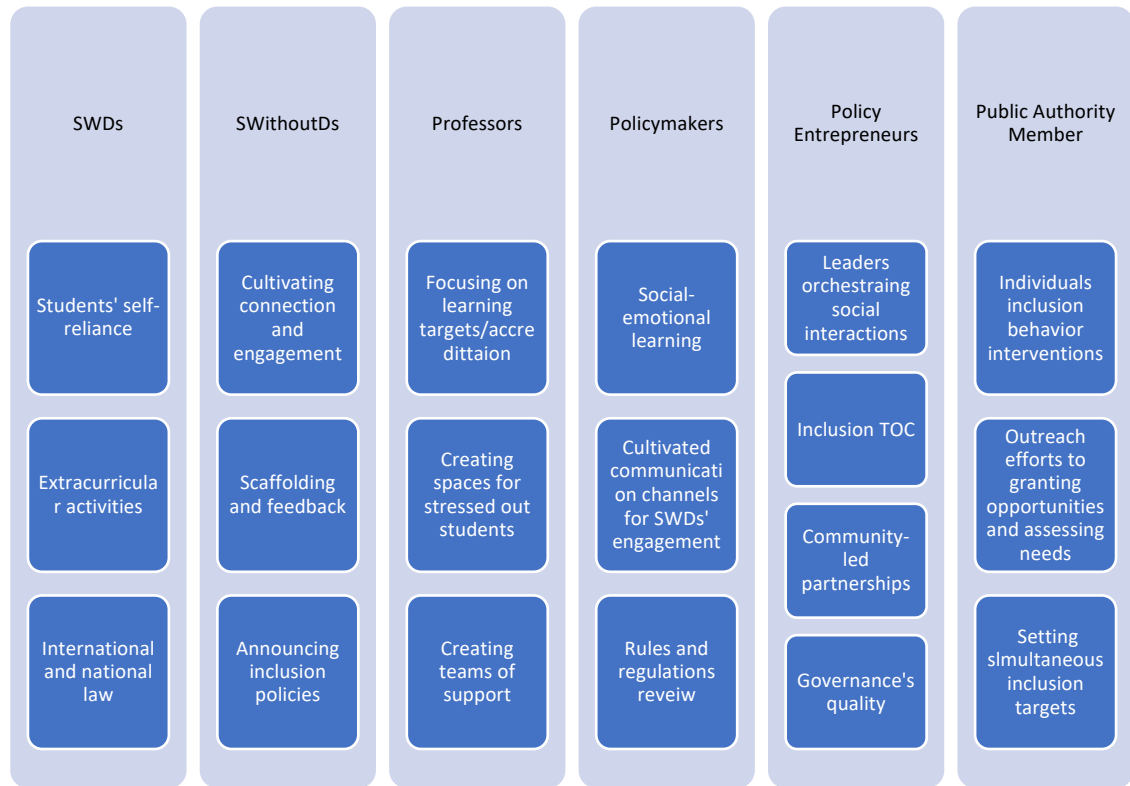
compelling for inclusion. On the *institutional* level, they also noted that having caring adults (i.e., Bodies) who help SWDs navigate the challenges they face inside the university has worked very well. On the *community* level, policymakers noted that connection is protection. That said, the university's politics in connecting students was more than successful in order to place minimum standards for inclusion. On a *policy* level, policymakers mentioned that reviewing the rules and regulations across all educational settings can help build a holistic package of applicable accommodations.

The ***Policy Entrepreneur*** noted on *intrapersonal and interpersonal* levels that having leaders who can orchestrate social interactions between SWDs and SWithoutDs may strongly support inclusion policies. On the *institutional* level, the entrepreneur noted that having a theory of change (TOC) of inclusion, is a success factor of inclusion policies. On a *community* level, the entrepreneur noted that partnerships increase possible inclusion practices, specifically when they are community-led. On *policy* level, the entrepreneur noted that the disability law has a positive effect on supporting inclusion solutions, conditioned by a high governance quality.

Public authority member noted on *intrapersonal and interpersonal* levels that inclusion interventions, mandated by the law, can guide individuals' inclusion behaviour. On *institutional and community* levels, the member noted the importance of strengthening the outreach efforts to benefit more SWDs, enhancing their opportunities and thus inclusion suggested solutions. On a *policy* level, the member noted the importance of setting simultaneous inclusion targets through the stipulated law, thus supporting inclusion practices.

In summary, the private 1 university focuses on creating different tools that support inclusion setting (Figure 39: Politics Stream Factors at Private 1 University).

Figure 39: Politics Stream Factors at Private 1 University



Private 2 University

SWDs noted on *intrapersonal and interpersonal* levels that positioning inclusion within individual behavioural change activities (i.e., the core program) has been the success factor for their engagement in the university's community. On an *institutional* level, SWDs noted that the extracurricular activities played an essential role in letting them build peer-relations and discover areas of interests among them, thus facilitating otherwise complicated relationships. On a *community* level, SWDs noted that again their university's core program allowed them to build communities of practice which cultivated them in different areas. On the *policy* level, SWDs noted that the unexplained legalities of inclusion caused more complications for them when it comes to promoting their rights.

SWithoutDs noted on *intrapersonal and interpersonal* levels that joint activities and the academic programs helped them find common ground to communicate with each other.

On the *institutional* level, SWithoutDs noted that the equipped campus and its infrastructure helped SWDs to use all the campus' facilities. On the *community* level, SWithoutDs noted that parents' lack of awareness of their disabled sons and daughters' abilities demotivated them and limited their capacity to fight for what they need. On a *policy* level, SWithoutDs noted that the community's lack of awareness of the SWDs' rights in the constitution turned inclusion into individual responsibilities rather than policy obligations, deviating the services and rendering inclusion subject to each one's conviction and budget availability.

Professors noted on *intrapersonal and interpersonal* levels the need to identify the relations between different actors (i.e., individual, community and society), noting that the university's unclear values may discharge them from inclusion responsibility, which is not the case in their university given the existence of inclusion guidelines which help them set the requisite grounds for inclusion. On an *institutional* level, professors noted the social workers' departmental role in organizing any inclusion efforts. On the *community* level, professors noted the extracurricular activities' positive impact in strengthening social acceptance across community members. On a *policy* level, professors noted that SWDs' lack of statistical data hinders applicable accommodation practices.

Policymakers noted on *intrapersonal and interpersonal* levels that behavioural change interventions may positively create an opportunity for further unique inclusion interventions, avoiding limited solutions. On the *institutional* level, policymakers noted the good influence of creating a rewarding system on raising community members' commitment to basic inclusion practices. On *community and policy* levels, policymakers noted that since 2018 the national mood has strongly enforced inclusion, maximizing the impact of any potential intervention, knowing and learning from the past and identifying current possible interventions. They also agreed on the importance of having the law determine possible interdependence, adaptation, cycling of resources, and succession as a framework for harnessing inclusion research and intervention.

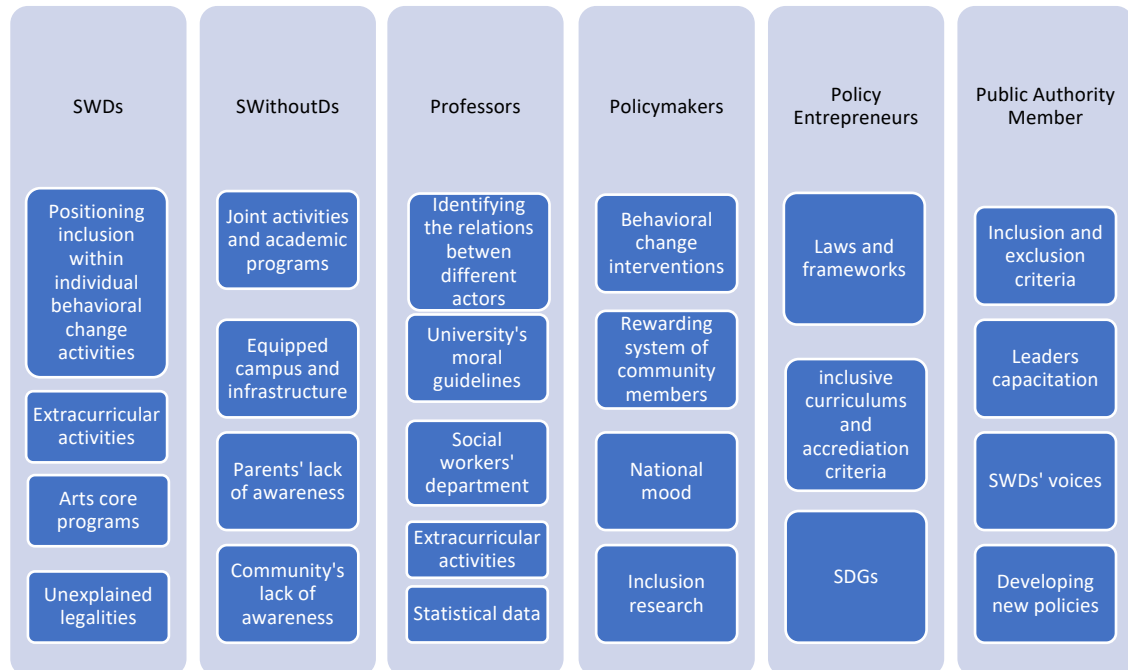
The **Policy Entrepreneur** noted on *intrapersonal and interpersonal* levels that the laws and frameworks disconcert the individual beliefs and practices which, if discovered, may

help tailor the required services on an individual basis. On the *institutional* level, the entrepreneur noted the influence of inclusive curriculums that advance inclusion understanding according to the aimed inclusion accreditation criteria. On a *community* level, the entrepreneur noted the positive impact of the public-private joint-research to enhance social relationships. On a *policy* level, the entrepreneur noted the positive impact of the SDGs on enhancing social cohesion, conditioned the existence of local ownership to the SDGs.

The ***Public authority member*** noted on *intrapersonal and interpersonal* levels the importance of having inclusion and exclusion criteria, in which judgment can be made regarding their application. On an *institutional* level, the member noted that the leaders who are tasked with carrying out the inclusion policies that directly affect SWDs' lives should be capacitated through the stipulated laws. On the *community* level, the member noted the positive impact of having SWDs' voices heard by the policymakers. In addition, he underlined that one of the influential inclusion practices is bestowing SWD's rights, dignity, equal respect, and protection as their counterparts. On the *policy* level, the member highlighted the losses that may be caused from working around the available policies rather than developing new ones. He sees that new policies should compose solutions which are goal-oriented, cost-effective, and context-sensitive.

In summary, the Private 2 University, similar to the Private 1 University, focuses on the tools that enable the implementation of inclusion and serve its purpose (Figure 40: Politics Stream Factors at Private 2 University).

Figure 40: Politics Stream Factors at Private 2 University



V.3. MSsF's Coupling and Policy Change

Coupling explains the process of policymaking, how and why an inclusion solution rather than another, is put onto the government agenda and eventually becomes a policy to be implemented. Coupling, as noted earlier, requires a simultaneous match between the 3Ps, where the problem is well defined, the policies are valuable, accessible, and technically feasible, and a strong political will is determined. Once coupled, a policy window is opened and can be seized by policy entrepreneurs. Problem preferences are prioritized by policy entrepreneurs who work on adopting solutions to current problems. Whether coupling is doctrinal²⁵ (policies are made in search of a rationale), or consequential²⁶ (solutions are made in response to specific problems), policy entrepreneurs use their access, resources, and strategies to find politicians receptive to their ideas. Factoring in the HEIs' environment/context is important, noting its influence on the policy's ultimate success. Eventually, coupling situations vary with the variation of the problems (i.e. new problems emerge), policies (i.e. new solutions arise), and the politics (i.e. level of support and enabling environment). Thus, the following paragraphs identify each university's

²⁵ Balancing the interests

²⁶ Responding to the interests

factors that promote or hinder the coupling on the micro, meso and macro levels, articulating the MSsFs' advantages over other approaches.

Factors Promoting the Coupling

The Public Universities

Public 1 University

The SWDs' committee inside each faculty's departments supports coupling. This committee is mandated by noting the number of SWDs and their type of disability in each department and bringing them together with the TAs through a WhatsApp group. Owning awareness of SWDs' specifications and needs alongside the political will helps to stimulate consequential coupling on the micro level.

Standardizing the human rights curriculum across all the faculties' courses supports coupling. Raising faculty, staff and students' awareness of the human rights in which inclusion is mandated puts pressure on defining inclusion and designing much needed practices. With that, consequential coupling is pushed onto the meso level.

The ministries' contributions to youth development at the university level support coupling. Benefits and activities provided and guided by the ministries inside the universities give a better understanding to the leadership on workable solutions. This increases political will and shapes solutions, thus opening up more opportunities for both types of coupling on the micro level.

Public 2 University

The Dean's understanding of inclusion supports coupling. Within his/her mandated authority, the provision of academic accommodations (e.g., Substituting SWithoutDs' field work hours with e-booking the courses' books) harmonizes the relationships among community members, and increases their understanding of the supporting roles each one can play in others' lives. This elicits both types of coupling on the micro level.

Electronic library and joint activities support coupling. Securing the provision of e-books and software licenses equitizes accessibility of SWDs' use of facilities. In addition,

designing joint activities and procuring a reward system for academic achievements provide SWDs with a wider room for self-exploration and discovery, strengthening their voices to be heard. Both actions increase community awareness, pushing for both types of coupling on the meso level.

Standardizing SWDs' admission policy to be the same as their counterparts, helps to support coupling. Having SWDs use the same admission office as others to apply for the faculties gives them an opportunity to apply to science schools. This promotion of equity, supported by the government enrich doctrinal coupling on the meso level.

Necessitating inclusion among the credit programs' accreditation standards, has strengthened inclusion. SWDs' roles inside the community have been easily expanded in goal-oriented academic programs. This in return, based on a needs-based approach, has elaborated SWDs' needs and the definition of the inclusion problem. Accordingly, both the consequential coupling alongside the doctrinal coupling are facilitated on the macro level.

The Private Universities

Private 1 University

The existence of University Counselor (Egyptian government representation) at the university supports coupling. This existence makes the government keener to read on-ground signals of inclusion and drive them to adjust their policies accordingly and standardize them across the board. This setting encourages both types of coupling on the micro level.

The declared accommodation policy supports coupling. Raising awareness to public and private sectors of the possible accommodations or adjustments that can be offered to SWDs inside the university opens room for doctrinal coupling to match solutions with problems, triggering consequential coupling to meet specific needs on the meso level.

Community engagement activities support coupling. Such activities create support groups in the community that makes social acceptance easier, and value SWDs'

contribution. With that in mind, holistic new solutions arise, serving all community members, thus triggering consequential coupling on the meso level.

Basic and customized inclusion services support coupling. Setting general minimum standards of facilitation complemented by individualized services secure quality service with better management understanding. With that, both coupling types are possible on the meso level.

Dual certificates and inclusion accreditation criteria support coupling. Having a polycentric management that influences the structure of the academic programs, models inclusion practices and forces their application. With this modelling, the doctrinal accommodation is fostered on the meso level.

Central-local relations and partnerships support coupling. Situational opportunities and constraints that affect the occurrence and meaning of inclusion behaviour as well as functional relationships between variables are illustrated. This illustration facilitates the constitutional or legal provisions of services, underlying a general mandate of mutual understanding and support, thus fostering the two types of coupling on the meso level.

The design thinking process supports coupling. Being non-linear in accommodating SWDs' needs, piloting the suggested solutions, observing SWDs' reactions to solutions, and questioning SWDs' cases helps with the vagueness of the inclusion problem making it clearer in order to correlate workable solutions. Thus, coupling of both types are promoted specifically with the ongoing experimentation of new concepts and ideas on the meso level.

The national disability law's alignment with the international law of disability (ADA) supports coupling. Stipulating similar SWDs' rights in both laws builds strong borders of minimum standards of services. With this, both coupling types are promoted on the macro level.

[Private 2 University](#)

Education for sustainable development (ESD) supports coupling, focusing on the enhancement of students' skills, values, and attitudes to build independent learners.

Having independent learners, allows SWDs to take responsibility for their own learning, take initiatives and make decisions, thus advancing their academic performance. This allows SWDs to voice their needs and prioritize suggested solutions, facilitating the consequential coupling of the inclusion problem on the micro level.

Materialization supports coupling. With materialization, a framework of expectations of inclusion, its implementation steps and costs are decided, fostering the requisite HEIs' setting. This setting boosts doctrinal coupling, encouraging the development of a value-based system on the meso level.

Results-based management (RBM) also supports coupling. Materialization fosters RBM, underlying the required information to be gathered. This information is then linked to the decision making, and review, and the resulting practices are then updated. With that, doctrinal coupling is facilitated on the meso level.

Factors Hindering the Coupling

The Public Universities

Public 1 University

The forced 'Intisab' (on-line) track hinders coupling, limiting SWDs' academic and social participation. Accordingly, it limits the discovery of SWDs' needs and tailored accommodations, hindering the coupling on the meso level.

Systems thinking and weak local ownership of inclusion hinders coupling. With the absence of written announced inclusion policy and the lack of an implementation manual for inclusion, both the inclusion problem and policy are weakened on the meso level.

Public 2 University

Absence of an expedient monitoring system and absence of clear inclusion standards hinder coupling. For faculties and external local authorities, inclusion is still not well defined. This undefined and thus less prioritized issue misleads developing clear inclusion maps, misinforming coupling on the meso level.

Limiting the enrollment of SWDs to specific types of disabilities (visual, physical, auditory, and mental) hinders coupling. With more defined types globally, students with excluded disability types are thus hindered from being acknowledged and/or served, losing any possible coupling on the meso level.

The Private Universities

Private 1 University

Nothing has been determined on all levels.

Private 2 University

Absence of return-on-investment studies for each suggested solution hinders coupling. As noted, solutions may be rejected or discontinued at any point because of the uncertainty of their return on investment. This misuses the manpower and resources, negatively influencing the success of other suggested solutions, thus hindering coupling on the meso level.

There is an absence of budget availability for SWDs. With the limited budget, most solutions are either hindered or restricted to specific limitations, weakening possible coupling on the meso level.

V.4. Contingent Generalizations

MSsF's Advantages on the Inclusion Policymaking Processes

Policy entrepreneurs are rare in Egypt, and almost absent in environmental governance. They are largely businessmen, engineers, and lawyers who possess professional and specialized knowledge but with limited understanding of the social model and limited resources for building coalitions. Thus, policy entrepreneurs have a hard time achieving policy influence. So, MSsF is a framework that allows better understanding of the problem, solutions and coupling, thus facilitating the entrepreneurs' mission to make inclusion prioritized on the policymakers' agenda.

The absence of an inclusion strategy misleads the Egyptian public and private HEIs to develop their own inclusion policies. Therefore, MSsF is a framework that breaks down the 3Ps and helps to enhance their understanding, thus articulating the possible development of the agenda setting.

The Egyptian stakeholders' capacities to conceptualize inclusion are confused by different definitions. Therefore, the MSsF is a framework that can highlight policy stakeholders' understandings of the inclusion problem, solutions, and political will, thus drawing the coupling opportunity for policy change.

Egypt as a developing country has budget constraints. Therefore, MSsF is a framework that helps to unfold the ecological constraints which affect the development of inclusion policies and thus prioritize budgeting areas.

There is a lack of consideration of critical assumptions and manageable interests during the inclusion agenda setting process. Therefore, the MSsF is a framework that intentionally measures the politics stream from internal and external perspectives, investigating possible spill-overs that may negatively/positively affect the development of inclusion policies in Egyptian HEIs, thus being better able to enhance stakeholders' roles and building a more cohesive dimension of inclusion.

The Extended MSsF

Applicability

The applicability of the MSsF here is demonstrated by analyzing its ability to help HEIs' implement rather than only develop and adopt an inclusion policy. Theory and practice, as suggested by interviewees, are both important in testing HEIs' local community ability to take charge of its own inclusion future. In other words, the situational independence of each HEI results in the development of a tailored inclusion policy responding to its situation (i.e. number the type of SWDs it has within a university's capacity), and implementation plans for working with this policy. As recommended, this should be done by local policymakers, who are guided by the national and global frameworks.

To enhance MSsF's applicability, a contextualized understanding of policy development and implementation should be tested, examining the politics stream in which policymakers operate. The applicability of MSsF in Egypt depends on modifying it through placing the HEIs' institutional factors at the center of the politics stream. These factors have a great effect on policy development and implementation where policymakers' autonomy and knowledge influence the output. Eventually, placing the HEIs' institutional factors at the center of the politics stream will deal with the three MSsF's critiques i.e., ecological ambiguities, complex system effects, and policy monopolies.

In brief, a fixed starting point to the applicability of MSsF in Egypt should be the politics stream comprising institutional factors. This should drive a better understanding to the problem stream. Then, policy entrepreneurs will be easily able to use their resources and power to convince policymakers of their policies. With this suggested modification, policymakers' buy-ins are guaranteed, supported by politics, limiting any possible rejections of the suggested solutions.

Limitations and Possible Adjustments

With the above applicability suggestion, three factors may still limit applicability. Firstly, the government's negligence to public opinions, missing the opportunity of catering the agenda to meet the public's needs. Secondly, controls by central authorities (the ministry of higher education and the public authority) are performed in such a way that any interference does not exceed the importance of the interest defended. Third, it is necessary to mention the HEIs' goal conflicts. Therefore, involved policymakers have conflicting goals resulting from the incompatible diverse demands that are expected to be resolved.

Possible adjustments can be introduced to the MSsF, making it more applicable. Firstly, focused political attention must be paid to public opinions, identifying their needs, and noting their challenges, thus shaping the problem definition. Secondly, the problem definition should clarify each HEIs' type of management (i.e., monocentric or polycentric), measuring its influence on the value acceptability and technical feasibility of suggested solutions and matching them to the manpower and financial capacities each

HEI has. Thirdly, inclusion of general objectives of the global framework (SDGs) and the national framework (Egypt-SDS 2030) should be factored into the suggested solutions, thereby helping to build a good fit to the problems.

Chapter VI. CONCLUSION

VI.1. Results' Interpretations

In this chapter, the main findings are further interpreted in relation to the literature review. Discussion of the implications for practice are then highlighted. For easy reference, five embedded tables have been provided for each of the four examined cases to aid discussion (covering each of the five socioecological levels). The data is interpreted horizontally (i.e., across each university) and later vertically (i.e., across the four universities) to help understand the content and answer the research questions. These interpretations support the two types of analysis previously discussed in chapter four (i.e., thematic and content analysis). In short, interpretations help to formulate an understanding of the multiple-level factors that influence the composition of the inclusion behaviours/policies (MSsF), their interrelationships, and the contexts in which they occur (SEF).

For each university examined, there are six paragraphs that illustrate the analysis. First, an opening paragraph interpreting the university's inclusion status. The second to fifth paragraphs note the influential factor(s) on each socioecological level²⁷. An influential factor (as described in the research design chapter earlier) is any factor repeatedly mentioned (using either the same terminology or meaning) by more than one interviewee in any of the 3Ps. For the sixth paragraph, whenever any of the influential factors is mentioned across the 3Ps evidencing possible meet-up and coupling on the micro, meso and/or macro levels, this influential factor is discussed, justifying the possible advancement of some universities over the others.

To reiterate, for the problem definitions, this study strongly emphasizes the *actors* (problem brokers) who define the problem in relation to the *event for knowledge generation* (e.g. slow development of information or sudden focusing events), *indicators*, and/or *feedback*. For policy suggestions, this study strongly emphasizes (whenever possible) the factors that shape the policy suggestion's *value accessibility*, *technical feasibility*, and *resource adequacy*. Finally, for the politics conditions, this study strongly emphasizes the factors that influence the

²⁷ The intrapersonal and interpersonal are merged following the collectively expressed views

national mood and the stakeholders' interests, thus allowing/missing a new policy window to open.

Public 1 University:

Factors affecting the shaping and nature of the 3Ps in the Public 1 University are confusing. There is an absence of a value-driven understanding of what inclusion entails, suggesting a challenging application of inclusion (Frawley et al., 2020; Norwich, 2013). Each interviewed group pretended that their burden to reach their potential inclusion falls squarely on other group's shoulders. Each group focused on risks (at one extreme) and/or the underlying conditions (outcomes), neglecting the fact that success is entirely interconnected with others. There is a trade-off between the simple measurement schemes of inclusion and rich conceptual understandings of inclusion. The suggested solutions, although some of them could be feasible, show multi-leveled (conceptual, institutional, and learning) obstacles of inclusion (Edgerton et al., 2020; Mukherjee et al., 2021; Papadakaki et al., 2022). This confusion doubts the presence of the on-the-job coordination and interaction of inclusion on the university level, leading to a misunderstanding of the socioecological power structures, motivations, and influences in the inclusion decision-making process (Corby et al., 2018). Students' voices (with and without disabilities) are not sustained in shaping their learning environments. Policymakers and entrepreneurs have a minimal understanding of the inclusion concept reality which limits their insights and potential to affect change. The inclusion conditions are still under the control of single actors (Pecci et al., 2020). As disputed by Shogren and Wehmeyer (2014) and Pérez-Soba and Dwyer (2016), the lack of continuous collaboration (with stakeholders), learning (from running experiences) and adaptation (as evidenced), limits stakeholders' capacities to understand others' perceptions of inclusion reality, thus disputing the leadership role. Eventually, in the Public 1 University, understanding and navigating power dynamics and facilitating and building relationships to enhance inclusion (i.e., political acumen) limits the possibility of opening a policy window for change (Mitchel, 2015).

On intrapersonal and interpersonal levels, three factors influencing the 3Ps' development were repeatedly mentioned. First, lack of professors' professional development²⁸, which being not

²⁸ Highlighted by Professors and Public Authority Member on the politics level

mandatory at Egyptian HEIs (Hayes and Bulat, 2017; National Council for Women, 2020) fortifies roughly equivalent status of incapacitated professors at the public universities' level. Second, the lack of an official inclusion/exclusion framework²⁹ misleads any possible measurements for inclusion (i.e., indicators and targets), thus stopping at only; prohibiting exclusion (Equal Rights Trust, 2018; Ministry of Social Solidarity, 2019), and promoting some inclusive actions (e.g., equal opportunities, faculties accessibility, etc.) (Ministry of Social Solidarity, 2019), which in return deceives the decision making. Third, creating better communication channels across community members³⁰, which as debated by Bourke and Dillon (2018) cannot exist without having capacitated professors who aim to strengthen the societal dynamics' impact, thus effecting inclusion. In all three factors, the public authority member's opinion intersected with other stakeholders' opinions, indicating cohesive views (Frederickson and Cline, 2015) on valuing the socioecological level's role in effecting inclusive education (Ministry of Planning, Monitoring and Administrative Reforms, 2018). This cohesion, as debated by Jackson and Buckner (2016), still cannot strengthen HEIs' readiness and capacity to manage complex inclusion relations unless they are exposed to pathways of success (i.e., societal and implementation dynamics).

On the institutional level, three factors influencing the 3Ps' development were repeatedly mentioned. First, examining the practicality of the suggested solutions³¹, which as debated by Amponsah-Bediako (2013) and Frederickson and Cline (2015), reveals efforts to accommodate society to the diversity of the students through the social model lens, evidencing the intentional possibility of accommodating society in favor of SWDs. Second, partnering with the private sector³², which is defined by the CRPD as one of the inclusion requirements (Bampi et al., 2014), thus evidencing an alert management value system that reflects national priorities and synergies. Third, similar to the intrapersonal and interpersonal levels, the lack of announced inclusion strategy and/or standards³³ challenges the measuring of inclusion and its possible contribution to decision making.

²⁹ Highlighted by Policymakers on the politics level and Public Authority Member on the problem level

³⁰ Highlighted by SWithoutDs and Public Authority Member on the policy level

³¹ Highlighted by Policymakers on the policy level and professors on the politics level

³² Highlighted by Policy entrepreneurs on the policy level and professors on the politics level.

³³ Highlighted by Public Authority Member on the problem, policy and politics levels, and policy maker on the politics level

On the community level, three factors influencing the 3Ps' development were repeatedly mentioned. First, HEIs' strict characteristics to accommodate inclusion³⁴, which doubts the Public 1's readiness (responding to this identified need) (Tupan-Wenno et al., 2016) and capacity (work agendas) (Thoenig and Paradeise, 2016) to accommodate inclusion, thus confirming the absence of learning events and possible development. The second and third factors are closely related to each other; absence of interventions to combat social stigma³⁵ and unattended community awareness campaigns³⁶, respectively, which Norwich (2013) as cited in Nind (2014) debated to be evidence of a community's lack of equity, social acceptance, and cohesiveness, thus challenged by accommodating students in different education settings (Glazzard, 2014).

On the policy level, only one factor was commonly identified to influence the 3Ps and that is inconsistency of legal entities' roles of applying inclusion's suggested solutions³⁷. As debated earlier, the legal entities roles for applying inclusion are determined through one of the following: constitution, Universities' Organizing Law, Disability Law, or the relevant national council. Discrepancies among all these sources diminish a possible differentiation of roles. An example of that could be that both the Supreme Council of Universities and the National Council for People with disabilities are responsible for developing a national strategy/policy for the support of students/people with disability, yet there is no one in place (Hayes and Bulat, 2017). No alignment considerations are mentioned anywhere (Ministry of Higher Education and Scientific Research, 2019; Ministry of Higher Education, 2006). This lack of differentiation as debated by Loveluck (2012) misleads the purpose of entities' assignments and releases them of their responsibilities.

In conclusion, the Public 1 University reveals a path-dependence in their differentiated views about the inclusion framework. On intrapersonal and interpersonal levels, with the stakeholders' historical inexperience with certain inclusion measurements, inclusion practices are restricted, and such practices cannot be connected to stakeholders' personal gains (Capella, 2012; Stigliani and Ravasi, 2012). Changing this abstention requires building much needed

³⁴ Highlighted by Professors and Policymakers on the problem level.

³⁵ Highlighted by SWDs on the problem level and Professors and Policy Entrepreneurs on the politics level

³⁶ Highlighted by SWWithoutDs and Public Authority Member on the politics level

³⁷ Highlighted by SWDs, SWWithoutDs and policymakers on the politics level

connections. The Public 1 stakeholders' struggle in framing the inclusion problem stems from their lack of awareness of inclusion which is caused by their ambiguous understanding of the national legal framework of inclusion, and unawareness of the newly introduced dimensions. The lack of intersecting opinions between the policymakers and policy entrepreneurs underpins policy monopolies' issues, thus indicating a tensed relationship between both, in which policy entrepreneurs are perceived by policymakers as competitors and/or threateners (Baumgartner and Jones, 1993). This tensed relationship limits the explosion of innovative new inclusion practices needed for current challenges. Eventually, the likelihood of a successful agenda setting is largely conditioned by policy entrepreneurs' capacities to make it possible, seeking opened windows for change.

Table 8: The Intrapersonal³⁸ Common Socioecological Factors Shaping the 3Ps in the Public 1 University

	Problem	Policy	Politics
SWDs	SWDs' feel burden on the community, and their services are deviated by the deviation of the person and situation they are dealing with.	Having adaptive aids (user-friendly and well-equipped campuses) to equitize the facilities for SWDs.	Absence of mentoring program(s) in support of one-to-one relationship between students and TAs/professors.
SWithoutDs	SWithoutDs' resilience to accept and accommodate SWDs is conditioned by their time and resources' availability, imitated from their community.	Creating effective communication channels between all students and the faculty staff, administration staff, and policymakers to maximize SWithoutDs' contributions to inclusion.	Absence of national behavioural interventions for inclusion.
Professors	Professors' old age (50+) limits their ability to cope with or manage SWDs' needs	Enhancing Students-TAs' relations to promote inclusion	Unattended national professors' professional development program
Policymakers	HEIs' managerial constraints hinder SWDs' services	Generating evidenced-based inclusion solutions in writing and generalizing it across HEIs, to secure minimal level of services	Absence of national guiding policies of exclusion punishment system, and coordinated mechanism of inclusion
Policy Entrepreneur	Scarce of data on SWDs harden the entrepreneurs' mission	Prioritizing solutions raised by policy entrepreneurs with social model lens and engaging them in community discussions, to enhance their possible and interventions investments.	Absence of national universities' leadership capacitating program.
Public Authority Member	Lack of announced inclusion framework misleads the expected actions	Establishing discussion channels across all community members to better understand SWDs' common needs.	Unattended national professors' professional development program

Table 9: The Interpersonal³⁹ Common Socioecological Factors Shaping the 3Ps in the Public 1 University

	Problem	Policy	Politics
SWDs	HEIs' incohesive purpose of inclusion threatens its interaction, interrelation, and interdependence	Same as the Intrapersonal	Same as the Intrapersonal

³⁸ What are the dominant **individual attributes** that influence individual's performance?

³⁹ What **social settings/microsystems** that directly influence individual's performance?

SWithoutDs	Conceptual disagreement on the inclusion problem and policy, diffuses the inclusion idea.	Same as the Intrapersonal	Same as the Intrapersonal
Professors	Professors' limited time and capacity discharge them from the inclusion responsibility given its complexity.	Same as the Intrapersonal	Same as the Intrapersonal
Policymakers	SWDs' difficult attributes contribute to their low peer status and highlights needed areas of intervention	Same as the Intrapersonal	Same as the Intrapersonal
Policy Entrepreneur	Scare of entrepreneurs with social model lenses, complicates the creation of policy-circles needed for effecting policy change.	Same as the intrapersonal	Same as the intrapersonal
Public Authority Member	Committee for community services' establishment increases HEIs' inclusion awareness	Same as the intrapersonal	Same as the intrapersonal

Table 10: The Institutional⁴⁰ Common Socioecological Factors Shaping the 3Ps in the Public I University

	Problem	Policy	Politics
SWDs	SWDs' limitations of enrollment (only Arts, Commerce, Law, and Social Services faculties) and mode of study (only blended) hinders their full inclusion	Having information hubs (newsletters, e-journal, etc.) to connect SWDs to available opportunities, faculties' news, academic conferences, trainings and/or workshops	Absence of a holistic inclusion support system (from university's president down to TAs) to enhance inclusion practices' inclusion practices' frequency and certainty.
SWithoutDs	HEIs rely on the community to accommodate SWDs, disregarding the need for HEIs' special arrangements for inclusion	Strengthening the certainty of the current communication channels' frequency, directionality, and formality, to ensure SWDs' engagement in designing their own inclusive environment.	Lack of national HEIs' individualized social support system for SWDs.
Professors	Ministry's reluctance to standardize and force multilevel tailoring e.g. curriculum, exams, assessments, etc. hinders inclusion	Enhancing HEIs' execution of inclusion practices, to ensure professors' commitment to their relevant inclusion roles.	Absence of public-private partnership national framework, to support stakeholders' engagement in facilitating the implementation of suggested inclusion solutions Absence of knowledge hub for evidenced-based practical solutions

⁴⁰ How the *interactions across microsystems* influence individual's performance?

Polymakers	Lack of local leadership of inclusion threatens its operationalization and grounding	Examining practicality of suggested solutions, to ensure limited negative spillovers	Politics' shortfall in setting inclusion's standards of implementation and capacitation
Policy Entrepreneur	HEIs budget limitations hinder innovative solutions	Lobbying and partnering with the private sector to fulfill any economical or technical gaps of inclusion	Curriculums' exclusiveness of the basic inclusion concepts hinders all students' accommodation
Public Authority Member	Lack of announced inclusion framework misleads the expected actions	Specifying a national inclusion strategy to enhance the learning environments based on specified goals	Law's lack of obligatory professional development programs in HEIs weaken the inclusion problem definition and suggested solutions.

Table 11: The Community⁴¹ Common Socioecological Factors Shaping the 3Ps in the Public I University

	Problem	Policy	Politics
SWDs	Social stigma and poor infrastructure discourage SWDs' inclusion.	Same as the institution	Lack of standardization of governments initial efforts to support SWDs across HEIs
SWithoutDs	Disconnected HEIs' actors undermine the inclusion concept.	Same as the institution	Unattended national community awareness campaigns about inclusion practices
Professors	HEIs' rigid characteristics hinder the larger attempted inclusion context.	Same as the institution	Absence of national interventions for combatting disability social stigma
Polymakers	HEIs' rigid characteristics hinder the larger attempted inclusion context.	Same as the institution	Same as the institution
Policy Entrepreneur	Lack of communication between SWDs and others; messes up the intended purpose of an inclusive HEIs	Examining the contextual effectiveness of the suggested current practices to prioritize only the effective ones	Absence of national behavioural interventions on inclusion.
Public Authority Member	Anticipated impact of the committee of community service efforts, increases possibility of inclusion	Same as the institution	Unattended national community awareness campaigns about inclusion practices

⁴¹ *What social settings/microsystems that indirectly influence individual's performance?*

Table 12: The Policy⁴² Common Socioecological Factors Shaping the 3Ps in the Public 1 University

	Problem	Policy	Politics
SWDs	SWDs' rights unclarity in the constitution and laws hinder potential initiatives of inclusion.	Developing an academic mentoring system, to increase SWDs possible benefiting from professors' direct support.	Same as the community
SWithoutDs	HEIs' absence of a forced top-down approach of behavioural change intervention of inclusion, limits context's resilience to change	Same as the institution	Law's shortage in linking institutions' social roles and responsibilities to educational outcomes
Professors	Inclusion national efforts' illegalized application.	Same as the institution	Ignorance of the national and global reports and frameworks that set standards for inclusion (e.g. Human Development Report, SDS-2030, etc.).
Policymakers	Government's efforts to fit inclusion into the system	Same as the institution	Inconsistency of legal entities' roles of applying inclusion suggested solutions.
Policy Entrepreneur	Entrepreneurs' absence of multidimensional perspectives to craft solutions differently	Designing a choice-based reform, to allow HEIs to tailor their services based on the SWDs' unique educational needs.	Absence of national common understanding of inclusion
Public Authority Member	Government' prioritization to SWDs	Same as the institution	Unattended national implementation manual of inclusion, and lack of national orientation and coordination mechanism for inclusion

⁴² *What cultural contexts and shifts influence individual's performance?*

Public 2 university:

There is an agreement among the expressed views that solidifying the efforts needed to position SWDs in the HEIs' society is the main problem of inclusion. This agreement highlights a current change in the policy core belief which, as debated by Sabatier and Jenkins-Smith (1999) in Pierce et al. (2020), encourages the development of a context-led inclusion policymaking framework. The success of this framework, as revealed by Hendy (2019), is conditioned by the type of goal policymakers incubate (mastery or performance), the environment (encouraging or discouraging), and/or the evidence (existing or missing). While all three factors are not very well determined from the views expressed, yet still as suggested by Wang (2009), these factors can be enhanced by a strategy for inclusion and availability of facilities, materials, and activities, ensuring a form of mechanization that makes the social and learning opportunities accessible to all people and broadly distributes the gains across society. With the absence of strategy and unstable provision of services Hendy's (2019) doubting about HEI's readiness and capacities to support SWDs' inclusion is confirmed. Thus, as considered by Spyridaki et al. (2016), the absence of HEIs' learning events eliminates stakeholders' opportunity to construct and develop a contextualized understanding of inclusion and thus developing an inclusion policy rather than just stopping at inclusion guiding practices.

On intrapersonal and interpersonal levels, four factors influencing the 3Ps' development were repeatedly mentioned. First, the lack of national agreement on inclusion's implementation steps⁴³. Similarly to the Public 1 University, the absence of inclusion as a whole-of-institution issue, as debated by Mukherjee et al. (2021) signals that the inclusion concept is separated from the institution's levers (system, structure, and skills) evidencing the absence of a multi-levelled leadership (Moses, 2014). Second, professors' perception of the learning outcomes and/or indicators as governing meters for inclusion⁴⁴, as debated by Geet et al. (2021), suggests that this university has a policymaking process that is more considerate of the contextual factors as a means of achievement, which indeed helps to promote policymakers' motivation to achieve their inclusion anticipated results. Third, investments needed for professors to achieve inclusion⁴⁵ show

⁴³ Highlighted by professors and policymakers on the politics level

⁴⁴ Highlighted by professors on the problem and policy levels

⁴⁵ Highlighted by policy entrepreneurs on the policy level, and SWithoutDs on the politics level

that encouragement made by all three; the constitution (Equal Rights Trust, 2018), the universities organizing law (Ghayat, 2014), and the disability law (National Council for Women, 2020) are not achieved, evidencing that this university is challenged by its ability to grasp societal inclusion complexities and plan for them. Fourth, there is an absence of gap analysis which is needed to define the policy problem and constraints of implementation.⁴⁶ As evidenced by the Lloyd et al. (2016) this weakens the definition of inclusion as a societal problem, thus threatening its possible considerations.

On an institutional level, four factors influencing the 3Ps' development were repeatedly mentioned. First, absence of an explanation of the conceptual models of inclusion⁴⁷ which creates confusion as to whether the university should deal with societal problems to accommodate SWDs (Roush and Sharby, 2011) or charge SWDs the responsibility of adapting themselves to their societies (Wells-Jensen and Zuber, 2020; Hussain, 2021). Second, SWDs' lack of data⁴⁸ which as endorsed by the ICF and the SEND framework evidence the university's lack of clear vision on the functionality of their targeted SWDs, their needs, and possible planning to meet those needs (Maxwell et al., 2018). Third, the need for mentoring programs⁴⁹ evidences the university's shortfall in meeting their organizing law's assignation for each university to create mentoring programs that can resolve any SWDs' issues (Ministry of Higher Education, 2006), thus highlighting a glitch in the stipulated implementation practices. Fourth, the need to develop evidenced-based inclusion assessment processes, pedagogical methods, learning strategies and tools⁵⁰, indicates that the university's professors are still incapacitated to effect a possible provision of adjustments to guarantee SWDs' inclusion (Cotan et al., 2021). This incapacitation reveals professors' incapability to be academic advisors, as they should supposed to be by law, to facilitate and foster students' interactive ability to enable them to construct their own knowledge (Papadakaki et al., 2022).

⁴⁶ Highlighted by professors and policymakers on the policy level

⁴⁷ Highlighted by SWDs on the problem level, and policymakers and policy entrepreneurs on the politics level

⁴⁸ Highlighted by policymakers and policy entrepreneurs on the problem level

⁴⁹ Highlighted by professors and policy entrepreneurs on the policy level

⁵⁰ Highlighted by SWWithoutDs and public authority member on the policy level and public authority member on the politics level

On the community level, six factors influencing the 3Ps' development were repeatedly mentioned. First, lack of awareness of SWDs' possible contribution inside their communities,⁵¹ which evidences the weak capacity of professors who are obliged by the disability law to complete this task (National Council for Women, 2020). Second, absence of interactive inclusion characteristics that respond to lifestyle changes⁵² which challenge the university's capacity to foster acts that appreciate student's diversified experiences/competencies (Nind, 2014; Glazzard, 2014; Hehir et al., 2016; Lord and Stein, 2018; Cologon, 2019). Third, lack of developing tools that enable the HEIs to systemize the inclusion process,⁵³ which indicate the HEIs' lack of capacitation to effect possible provision of adjustments to guarantee SWDs' inclusion (Cotan et al., 2021) thereby not fostering students' interactive ability to be part of the community (Papadakaki et al., 2022). Fourth, communities' lack of awareness to create tangible collective local or social benefits,⁵⁴ which evidences that the university fails to build an enabling environment in which students can benefit from each other's experiences (UNESCO, 2015). Fifth, lack of determining workable solutions,⁵⁵ which as debated by Amponsah-Bediako (2013) and Frederickson and Cline (2015) reveals lack of efforts to accommodate society to the diversity of the students through the social model lens, evidencing the lack of intentional possibility of accommodating society in favor of SWDs. Sixth, lack of extracurricular activities⁵⁶ which indicates the university's absence of incubating inclusion multidimensional aspects (Bampi et al., 2014).

On the policy level, only one factor influencing the 3Ps' development was repeated: the absence of a roll-out plan for inclusion implementation.⁵⁷ This absence challenges the university's capacity to develop inclusion's indicators and targets, thus missing data on SWDs and accordingly misleading information of the decision making on inclusion.

⁵¹ Highlighted by SWDs on both the problem and policy levels

⁵² Highlighted by SWDs on the politics level and SWWithoutDs on the problem level

⁵³ Highlighted by the policymakers on the problem level, professors and public authority member on the policy level, and public authority member on the politics level

⁵⁴ Highlighted by policy entrepreneurs on the problem level and policymakers on the policy level

⁵⁵ Highlighted by public authority member on the problem level, professors and policy entrepreneurs on the politics level

⁵⁶ Highlighted by SWDs and policymakers on the policy level and professors on the politics level

⁵⁷ Highlighted by professors, policy makers and policy entrepreneurs on the problem level, and SWWithoutDs on the politics level.

In conclusion, the Public 2 University views show a rising interest in understanding inclusion dimensions. All views encourage innovative thoughts that contribute to the anticipated structural change typically by increasing inclusion dimensions. As debated by Koebele, (2021), change is more resilient at the micro-level which has already started to take place on some faculties' level. Nevertheless, transmitting these inclusion dimensions from the micro to the meso and macro levels are challenged by the policymakers' capacities. As debated by Kay and Baker (2015), the entire structural change depends on the actors and factors. The actors' capabilities and characteristics challenge their performance, and the factors' characteristics significantly influence the impact of mainstreaming inclusion. Within the Public 2's context and given the fact that the 3Ps never met in any of the socioecological levels, absorbing the full inclusion dimensions can be broadened only if a theory-building goal is incubated, conceptualizing the inclusion dimensions in collaborative institutional contexts.

Table 13: The Intrapersonal Common Socioecological Factors Shaping the 3Ps in the Public 2 University

	Problem	Policy	Politics
SWDs	SWDs feel a second category students, a perception that changed to first category with the COVID on-line delivery mode	Enhancing the rapport between SWDs and professors, allowing more time between them	Sessions' large density of students complicates the application of any possible inclusion solution.
SWithoutDs	All students are disabled and deserve tailored ways to cooperate with	Building faculty and staff's capacity to deal with the SWDs from the social model lens	Scarce of materials and resources needed for accommodation increase professors' reluctance to support SWDs.
Professors	SWDs are problematic factors in all faculties except for the arts faculties	Using learning indicators to close students' achievement gap and increasing faculties' autonomy to accommodate the quantity and quality of SWDs they have.	Absence of gap analysis obstructs the possibility of assessing the inclusion's requirements and the SWDs' needs.
Policymakers	Inclusion is a long-term prioritized issue that still miss determined actions.	Strengthening the use of social networks to promote the inclusion practices across community members and/or faculty staff.	Absence of an inclusion coalition framework that begins with a bottom-up analysis of defining the policy problem and ends with the top-down analysis of defining constrains of implementation.
Policy Entrepreneurs	SWDs' level of academic skills influences their professors' level of support.	Directing public investments towards professional and leadership development so that each HEIs tailors its specific learning needs	Absence of strong inclusion mandatory plan that assigns inclusion roles and fosters local ownership to inclusion.
Public Authority Member	Students' disabilities reduce their HEIs life quality	Mainstreaming inclusion practices (e.g. assessment tools, peers' support and stakeholders' engagement programs, etc.) to promote students' learning.	Lack of national agreement on the implementation steps of inclusion hinders its solutions.

Table 14: The Interpersonal Common Socioecological Factors Shaping the 3Ps in the Public 2 University

	Problem	Policy	Politics
SWDs	SWDs are mostly supported by TAs compared to faculty staff, limiting their benefits from the lectures.	Same as the intrapersonal	Same as the intrapersonal
SWithoutDs	SWDs' low self-esteem creates sensitivity when dealing with each other and outsiders.	Same as the intrapersonal	Same as the intrapersonal
Professors	Professors perceive themselves as facilitators assigned to achieve specified learning outcomes, being the governing meter for inclusion	Same as the intrapersonal	Same as the intrapersonal

Policymakers	Inequality is experienced among all students, making inclusion a long-term process	Same as the intrapersonal	Same as the intrapersonal
Policy Entrepreneurs	SWDs' low self-esteem charges the faculty two responsibilities: social and academic support.	Same as the intrapersonal	Same as the intrapersonal
Public Authority Member	SWDs' unclear co-created and recommissioned services hinders possible investment in them.	Same as the intrapersonal	Same as the intrapersonal

Table 15: The Institutional Common Socioecological Factors Shaping the 3Ps in the Public 2 University

	Problem	Policy	Politics
SWDs	Faculty's struggle between applying the inclusion executive regulation and between still thinking through the medical model.	Enhancing campus' infrastructure to accommodate SWDs' needs.	Limited resources that hinder inclusion implementation.
SWithoutDs	HEIs' systems are universal designed systems that need to build capacity to be a true inclusive community for all learners.	Enforcing the use of assistive learning strategies that are effective for SWDs' success.	Lack of backup support system lead by leaders and specialists that hinder inclusion
Professors	Deans' support reduces SWDs' faced obstacles and builds greater opportunities for SWDs to participate on an equal basis with their counterparts	Having on-job modelling of how SWDs should be supported to enhance the overall environment. Having mentoring programs led by successful professors to model daily practices of inclusion.	Absent link between professors' promotion and their inclusion practices delays possible inclusion solutions.
Policymakers	Faculties' scarce of data on SWDs' needs hinders their initiated efforts to support SWDs, who sometimes hide/neglect their disability making issues more complicated.	Having activities that raise the sense of belonging to all community members through integrating the social well-being concept into community-level strategies, addressing root causes of social isolation	Absence of explanation of the conceptual models of inclusion builds confusion on the inclusion definition, giving the freedom for everyone to deal with it as per their understanding.
Policy Entrepreneurs	HEIs' lack of managerial systems to identify the factors and actors that influence inclusion creates a diffusion about the usefulness of the bottom-up versus the top-down approaches to enforce inclusion	Enforcing ongoing counseling and mentoring, narrowing the gaps between the SWDs and all other community members.	Absence of an inclusion policy or framework that forces SWDs' self-independence to discover and express their distinct potential and enhance their internal attributes
Public Authority Member	The initiated disability centers in five universities strongly enforces inclusion,	Encouraging the development of evidenced-based inclusion assessment processes, tools, methods, and approaches.	Lack of tools and measures for better supporting and adapting pedagogical

	expected to be scaled up to extra fifteen universities.		methods for SWDs is expected to facilitate the process.
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Table 16: The Community Common Socioecological Factors Shaping the 3Ps in the Public 2 University

	Problem	Policy	Politics
SWDs	Community's lack of awareness of SWDs' possible contribution inside their communities.	Encouraging high-visibility student participation in several community activities and in public events, so that community members can see the value of their contribution diminishing any doubts about their usefulness.	Absence of interactive inclusion characteristics that respond to lifestyle change.
SWithoutDs	The inherited attitudinal, environmental, and institutional barriers within HEIs' societies systematically exclude and discriminate SWDs.	Same as the institution	Absence of setting mixed goals (social and academic) to develop students' skills and unintentionally force inclusion solutions.
Professors	Community members' lack of non-violent communication (NVC) skills, facilitating the communication with SWDs and inviting their equal contribution as other community members.	Developing tools that enable professors to systemize the inclusion process.	Lack of activities that foster community dialogue hinders any possibility of determining the workable solutions that can guide the inclusion path in HEIs.
Policymakers	HEIs' social inclusion knowledge is threatened by the missing capacities and tools to manage multidimensional cases and maintain stable inclusion services.	Same as the institution	Unemployment of research and knowledge creation methodologies keep the leaders and implementers away from understanding the whereabouts of inclusion.
Policy Entrepreneurs	Communities' lack of awareness to create tangible collective local or social benefits for SWDs through social participation and social cohesion	Same as the institution	Lack of positive community's perceptions of inclusion which demotivate the implementation of inclusion solutions.
Public Authority Member	Community's lack of interest to promote inclusion and support SWDs in different situations	Same as the institution	Same as the institution

Table 17: The Policy Common Socioecological Factors Shaping the 3Ps in the Public 2 University

	Problem	Policy	Politics
SWDs	SWDs' exclusion from being hired as TAs, and/or exclusion from sessions' plan, if exceptionally hired, exemplify try means of exclusion.	Having announced support from the Dean, noting SWDs as capable educational members.	Lack of alignment between the disability law and the organizing law confuses the inclusion definition and accordingly the problem.
SWithoutDs	Lack of professors' capacities to apply inclusion	Same as the institution	Absence of the roll-out plan for the implementation of the existing disability law is contributing to the continual definition and implementation problem.
Professors	Public authorities' indetermination about the inclusion steps in the HEIs	Same as the community	Same as the community
Polymakers	Efforts to advance the conceptual clarification of social inclusion and its complex interrelationships have been made, yet their contextualization are currently taking place.	Same as the institution	Absence of provisions and procedures for facilitating the implementation of the disability law.
Policy Entrepreneurs	Absence of contextualized educational strategies (an individualized strategy for each HEI based on its need) for SWDs.	Same as the institution	Ineffective role of the national authorities for inclusion in specifying its definition and solution.
Public Authority Member	Lack of consideration of the human rights in the SDGs	Same as the institution	Law's flexibility to facilitate the inclusion implementation.

Private 1 University:

Ideally, views expressed highlight the importance of enhancing the connection between the SWD's needs and the designed interventions. It is recommended that these connections be established without requiring many changes to the applications or the systems on which they run. Interventions may need to communicate with each other to effectively balance resources and efforts, enhancing the local ownership of inclusion (Mukherjee et al., 2021). This leads to improving systems practice, engaging local actors, strengthening local systems, and thus realizing sustained results. In other words, it is necessary to consider the roles human actors assume within a network of various types of relationships, their interactions, resources, and rules that drive the anticipated inclusion results. For this reason, as debated by Eden and Wagstaff (2021), forecasting the systems' contextual development of any changes from planning to implementation must be considered, noting the effect of these changes on the policies' enhancement. Within the Private 1 setting (i.e., existence of an inclusion policy), the absence of a forecasting mechanism of contextual development influences the quality of the currently defined inclusion.

On intrapersonal and interpersonal levels, three factors influencing the 3Ps' development were repeatedly mentioned. First, professors' responsibility for filling the gaps between the inclusion practices versus outcomes⁵⁸ which evidence the success of the university to self-govern its inclusion (Noorda, 2013), somehow aligning the national frameworks, government's direction, HEI's mission, and professors' envisioned practices (Hayes and Bulat, 2017; El-Saadani and Metwally, 2018) and trying to address them into the system. Second, capacitating actors' reactions against the inclusion educational reforms⁵⁹ which evidences again the consideration of the law which encourages everyone's professional development if dealing with the SWDs, putting financial investments in this area, and thus strongly supporting the inclusion's practices. Third, being certain about feasible solutions⁶⁰ to SWDs which again as debated by Amponsah-Bediako (2013) and Frederickson and Cline (2015) reveals efforts to accommodate society to the diversity of the students through the social model lens, evidencing the intentional possibility of

⁵⁸ Highlighted by professors on the problem level (intra and interpersonal).

⁵⁹ Highlighted by SWwithoutDs and public authority member on the policy level and SWwithoutDs and policy entrepreneur on the politics level

⁶⁰ Highlighted by policy entrepreneurs on the problem level, professors and policy entrepreneurs on the policy level, and SWDs on the politics level.

accommodating society in favor of SWDs. Interestingly, this factor was mentioned across the 3Ps, thus opening a window for a systemized policy change in capacitating relevant stakeholders.

On the institutional level, three factors influencing the 3Ps' development were repeatedly mentioned. First, the usefulness of having a dedicated office⁶¹ serving the SWDs, which evidences the institutional inclusion changes regarding the quality of services being provided, particularly those supported by legislative acts (that is, a mix between national and international laws) (Lindstrom and Beno, 2020) as well as universities' success in incorporating national disability law, equitizing, and accommodating the services through the dedicated office (National Council for Women, 2020). Second, setting inclusion criteria before designing any intervention⁶² which evidences clear paths of dealing with the three types of inclusion barriers (conceptual, institutional and learning barriers), having deviated perceptions on the acceptance of diversity, accessibility of provisions, and benefiting all (UNESCO, 2005). Third, focusing on institutional inclusion criteria⁶³ which evidences the university's success in abiding by their international law to mainstream these criteria across all the entire institutional structural setting (AUC, 2022).

On the community level, three factors influencing the 3Ps' development were repeatedly mentioned. First, the existence of extracurricular activities⁶⁴ which evidence that the university is incubating inclusion's multidimensional aspects, considering both the SWD's body and the social dimensions in which the context conditions the way SWDs are treated (Bampi et al., 2014). Second, differentiating between inclusion policies and inclusion's practices based on the community's needs⁶⁵ which evidences the university's capacity to accommodate the global conventions/goals, that respond "to all dimensions of the social environment into the system (Lord and Stein, 2018). Third, investing in collecting data on SWDs⁶⁶ which as endorsed by the ICF and the SEND framework evidences the university's lack of awareness on their SWDs' functionality, their needs, and possible planning to meet these needs (Maxwell et al., 2018).

⁶¹ Highlighted by SWDs on the problem, policy and politics levels.

⁶² Highlighted by professors and public authority member on the problem level

⁶³ Highlighted by Public Authority Member on the problem level and Professors on the politics level

⁶⁴ Highlighted by SWDs on the problem level, professors on the policy level and SWDs and policymakers on the politics level

⁶⁵ Highlighted by the professors and public authority member on the problem level, public authority member on the policy level, and policy entrepreneurs on the politics level

⁶⁶ Highlighted by policy entrepreneurs on the problem and policy levels

On the policy level, one factor influencing the 3Ps' development was repeatedly mentioned: the existence of both international and national laws that enforce dimensional levels of inclusion⁶⁷ which evidences the university's capacity to entail multidimensional inclusion aspects according to the CRPD's recommendations (United Nations, 2020).

In brief, the Private 1 University has advocated for stronger cohesion and coordination in delivery and has provided technical assistance for the formulation of joint inclusion policy. Operationalization of the inclusion policy has not been resilient enough to the SWDs' needs. The good social cognition of SWDs' needs and acceptance, as proved by Strunk et al. (2021), confirms that the university's environment is motivated and triggered by the accreditation inclusion they are committed to by law. Complexities in such motivated environments guide the evidence for complex social information needed to increase resilience to change (Bourke and Dillon, 2018). Nevertheless, as debated by Eden and Wagstaff (2021), evidence of the complex social information alone is not sufficient for progressing inclusion, unless the development of contextual factors is forecasted (Spyridaki et al., 2016) which seems to be limited. Thus, there is a risk of having contradicting evidence and/or missing forecasts that expose people to different pieces of complex social information thus lead them to scattered inclusion's perspectives (Ditto and Lopez, 1992). This risk verifies why some views believe that their perceptions are veridical, and others are biased (Griffin and Ross, 1991). Eventually, many social conflicts and misunderstandings are rooted in divergent social realities that in part begin with bias in attention (Darley et al., 1988), thus influencing inclusion practices. Despite this, there is room for an opened policy window for policy change on all five socioecological levels, which again confirms the motivation of the environment and its preparedness.

⁶⁷ Highlighted by SWDs on the problem level, professors on the policy level, and SWDs, SWithoutDs, professors, policy entrepreneurs and public authority member on the politics level

Table 18: The Intrapersonal Common Socioecological Factors Shaping the 3Ps in the Private 1 University

	Problem	Policy	Politics
SWDs	SWDs feel as first category students, having a dedicated office for their needs, are accepted by the community, and are welcomed in any of the university's clubs and unions.	Sustaining the current setting, in which SWDs don't desire to benefit from tailored solutions, same as their counterparts.	Empowered students' self-reliance, positively influence inclusion solutions.
SWithoutDs	SWithoutDs are willing to unconditionally support SWDs, given the mutual relation they have with them, in which each party benefit from the other.	Increasing the joint activities between all types of students, sustaining the engagement of everyone	Cultivated connection across all community members, fuels needed motivation for inclusion.
Professors	Professors charge themselves the responsibility of filling the gaps between the inclusion practices versus outcomes, raising recommendations that address the shortcomings of inclusion.	Building professors-SWDs relations to better understand their needs and find solutions for them.	Secured SWD's safe spaces, boosts their cognitive resources for learning
Policymakers	Using evidenced-based data to effect needed changes, in response to the community needs.	Engaging SWDs in defining an implementation process for inclusion policies at the system level.	Built social-emotional learning (SEL) as a lever for academic learning is more than compelling for inclusion.
Policy Entrepreneurs	Entrepreneur's underestimation of the context and confusion with the right direction of inclusion contributes unconsciously to failed repeated ideas.	Offering a social logical and feasible solutions to SWDs to feel their worth of engagement.	Capacitated leaders that can orchestrate social interactions between SWDs and SWithoutDs strongly support the inclusion policies.
Public Authority Member	Government seeks to make their services accessible to every citizen including the SWDs.	Building the actors' capacity or reactions against the inclusion educational reforms.	Mandated inclusion interventions in the law, guide individuals' inclusion behaviour.

Table 19: The Interpersonal Common Socioecological Factors Shaping the 3Ps in the Private 1 University

	Problem	Policy	Politics
SWDs	SWDs' difficulties dealing with their peers and feel the same from their side	Same as the intrapersonal	Same as the intrapersonal
SWithoutDs	SWDs' sensitivity made the SWithoutDs more conservative when dealing with them.	Same as the intrapersonal	Same as the intrapersonal

Professors	Professors' responsibility to use different pedagogical approaches to "make the mix work well".	Same as the intrapersonal	Same as the intrapersonal
Policymakers	Policymakers' knowledge of the inclusion complex issues helps them draw basic services the SWDs need, yet not necessarily in a timely manner which delay positive effects.	Same as the intrapersonal	Same as the intrapersonal
Policy Entrepreneurs	Uncertainty about suitable solutions for SWDs' satisfaction.	Same as the intrapersonal	Same as the intrapersonal
Public Authority Member	Government's openness and participatory approach doesn't secure any inclusive results. Government needs to learn more from comparative models and spread lessons from the country-level partners' experiences.	Same as the intrapersonal	Same as the intrapersonal

Table 20: The Institutional Common Socioecological Factors Shaping the 3Ps in the Private 1 University

	Problem	Policy	Politics
SWDs	SWDs, through the dedicated office, are supported by Bodies, TAs and Professors, each of which supposedly plays different role in delivering the inclusion policy's benefits, yet not all capacitated for it.	Sustaining the role of the dedicated office to support SWDs, and increasing the specialized staff for better services	Existence of the dedicated office was a supporting factor for defining and implementing inclusion.
SWithoutDs	The university exerts good efforts to accommodate SWDs, yet some services are still pending (e.g., navigation tools).	Building more communication channels with SWDs to keep them updated with any social and academic opportunities. Establishing a club with the inclusion focus, to help SWDs discuss and solve their issues, based on their identified channels.	Provision of scaffolding and feedback were success factors for SWithoutDs before SWDs in enhancing inclusion practices.
Professors	Research on the inclusion area is insufficient, which if conducted can unfold many inquiries about how, when, why and what can be done to make accommodation easier for all parties.	Encouraging peer involvement in SWDs' learning process, being a powerful tool that help all students understand each other's' value and benefit from different scaffolding opportunities.	Existence of learning targets according to the accreditation criteria helped professors accommodate students' needs without being distracted.
Policymakers	Both preventive and corrective actions are stipulated according to the accreditation criteria, securing students long-term care or assistance of needs, aiming a full rather than partial inclusion of all students is aimed	Sustaining the on-going steady agreements with NGOs and the private sector to facilitate the learning process for SWDs (e.g., fellowships) according to specified plan that fully aligns with the SWDs' needs and help sustain the accreditation criteria.	Existence of caring adults (i.e. Bodies) who help SWDs navigate the challenges they face inside the university has worked very well.

Policy Entrepreneurs	Policymakers perform based on their assumptions and references which potentially result in bias in the evidence base.	Same as the intrapersonal	Embedded theory of change (TOC) in the inclusion policy was a success factor of understanding needed practices.
Public Authority Member	The government needs to set inclusion criteria before designing any intervention, evaluating how those decisions will impact the whole issue of inclusion.	Being certain about how inclusion can look like.	Weak outreach efforts for SWDs, doubted their awareness of possible social and academic opportunities

Table 21: The Community Common Socioecological Factors Shaping the 3Ps in the Private 1 University

	Problem	Policy	Politics
SWDS	SWDs are heavily engaged in extracurricular activities that allow them to break the ice with their peers and elaborate their contribution to the communities.	Continuing following the ADA law which increases the flexibility of services provided, noting that university's resilience to different disability cases is what makes them accomplish their goals.	Existence of the extracurricular activities helped mingling SWDs into their community and facilitated their communication with their peers.
SWWithoutDs	University's lack of sufficient community awareness campaigns on inclusion	Same as the institution	Same as the institution
Professors	The university's inclusion policy and its practices has contributed to the community awareness of the inclusive environment, thus improved the inclusion practices.	Same as the institution	Existence of spaces for bringing stressed-out students' brains back to the "calm zone" helped them integrate into the community and improved the management's understanding of their accommodation plans.
Policymakers	Living with dignity builds a unique community, supported by community activities that leverage an equity effect thus supporting inclusion.	Same as the institution	Existence of joint activities between all students was more than successful to place minimum standards for inclusion. (connection is protection).
Policy Entrepreneurs	Evidence about SWDs' data is still missing.	Investing in determining collective data about SWDs in HEIs, determining solutions to be prioritized.	Existence of community-led partnerships increased possible inclusion practices
Public Authority Member	Government chose to focus on the inclusion issue based on the community's needs, yet the implementation mechanisms are still pending.	Differentiating between inclusion policies and inclusion's practices (practices should precede the policy and shape it, according to	Same as the institution

	two factors: SWDs’ status quo in each HEI and its budget limitations).
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Table 22: The Policy Common Socioecological Factors Shaping the 3Ps in the Private 1 University

	Problem	Policy	Politics
SWDs	SWDs’ challenge in having more accommodative actions like tailoring the approaches they use and capacitating the faculty staff.	Same as the community	Existence of international law and the national law, made SWDs’ lives easier inside and outside the HEIs.
SWithoutDs	Inclusion’s missing alignment between the secondary education upwards to the higher education enforcing inclusion as a social concept.	Same as the institution	Existence of announced inclusion’s policies, helped setting clear borders of the expectations of each community member.
Professors	Inclusion’s embedment in the human rights, makes it both obligatory and optional in terms of ways of application.	Same as the institution	Existence of international law had positive impact on creating teams of support, with diversified compositions, to provide tailored accommodations as needed.
Policymakers	SWDs’ safe space to interact, intermingle and intermix facilitates their inclusion	Same as the institution	Absence of regular review of the inclusion rules and regulations across all educational settings can help built a holistic package of applicable accommodations.
Policy Entrepreneurs	Policymakers’ misled evidence of inclusion necessitate the completion of further research on SWDs’ needs and expectations.	Same as the community	Existence of the Egyptian disability law created positive effect on supporting inclusion solutions, conditioned the governance’s quality.
Public Authority Member	The government’s accountability for the intentionality about tracking the inclusion progress, learning, and adapting from it.	Same as the community	Existence of drafted inclusion targets through the stipulated law support inclusion practices.

Private 2 university:

Three highlights were expressed in defining inclusion: connectiveness, evidence and communication. Each highlight adds to the act of inclusion separately, in such a way that if linked, as debated by Lloyd et al. (2016), they nurture an evidenced-based sense of connectedness that strengthen stakeholders' communication and thus reinforce their understanding of inclusion. In other words, bridging the three highlights discloses the effect of a stakeholders' capacity to develop shared meanings and understandings of inclusion (Allen and Nichols, 2017). This bridging is conditional upon the fact that SWDs' voices are actively formal (i.e., strong partnership) and not passively assumed (i.e., limited power) (Hosein and Rao, 2019). In fact, for this condition to be fulfilled, as asserted by Czerniawski and Kidd (2011), a 'cultivated leadership' must exist, assuring a competent and effective enabled environment of inclusion. Within the private 2 setting (i.e., existence of a core program that builds a unique learning experience, aiming to develop students' capacity for innovation, social responsibility, and most importantly diversity integration), the absence of channels that help having SWDs' voices actively heard affect the quality of the anticipated inclusion.

On intrapersonal and interpersonal levels, three factors influencing the 3Ps' development were repeatedly mentioned. First, creating more space for NVC, conversations, openness and sharing⁶⁸, which evidences the university's awareness of the SWDs' functionality when they come to design their policy, as supported by the ICF's measurements (WHO, 2020). Second, collecting the wrong evidence and manipulation of data⁶⁹ which oppose the first factor, noting as per the ICF and the SEND frameworks the university's short awareness of SWDs' needs, and possible planning to meet these needs (Maxwell et al., 2018). Third, the existence of behavioural change joint activities supported by moral guidelines⁷⁰ which evidence the university's initial steps towards the needed change. Yet, as debated in the literature, the effectiveness of this change is doubtful according to the level of the intervention: a single leverage point (Golden and Earp, 2012) or different model

⁶⁸ Highlighted by policy entrepreneurs on the problem level (interpersonal and intrapersonal)

⁶⁹ Highlighted by public authority member on the problem level (interpersonal and intrapersonal)

⁷⁰ Highlighted by SWDs, SWithoutDs, professors and policymakers on the politics level (interpersonal and intrapersonal)

levels (Thomson, 2017), and quality and outreach (Kilanowski, 2017) - two measurements that cannot be confirmed from the expressed views.

On the institutional level, five factors influencing the 3Ps' development were repeatedly mentioned. First, the positive effect of the humanistic core program and its supporting extracurricular activities⁷¹ which evidences that the university is incubating multidimensional inclusion policy/solutions, considering both: the SWD's body and the social dimensions in which the context conditions the way SWDs are treated (Bampi et al., 2014). Second, the top-down approach that supports inclusion values⁷² which, as argued by Evins (2015), evidences the university's political will to effect inclusion (Hux et al., 2017). Third, the existence of international policies guiding national inclusion implications and accreditation criteria and planned to be included in the quality assurance standards⁷³, which evidences the university's capacity to entail multidimensional inclusion aspects according to the CRPD's recommendations (United Nations, 2020). Fourth, existence of a social workers' department,⁷⁴ which evidences the university's success in applying the ministry's benefits to SWDs through assigning 'Academic Supporters' with an adequate level of relevant knowledge to support them (Ghayat, 2014). Fifth, the absence of a professors' capacitation and performance management system⁷⁵ which is not mandatory at Egyptian HEIs (Hayes and Bulat, 2017) yet encouraged by law (National Council for Women, 2020), thus fortifying a roughly equivalent status of incapacitated professors at the university level.

On the community level, four factors influencing the 3Ps' development were repeatedly mentioned. First, existence of the university's core program building inclusion community of practice,⁷⁶ which as mentioned on the institutional level evidences that the university incubates a multidimensional inclusion policy/solution, considering both: the SWD's body and the social dimensions in which the context conditions the way SWDs are treated (Bampi et al., 2014). Second, focusing on SWDs' needs to broaden ideals of creating inclusive communities⁷⁷ which evidences the university's success in paying attention to social norms as a key aspect for

⁷¹ Highlighted by SWWithoutDs on the problem level and SWDs on the politics level

⁷² Highlighted by professors on the problem level and policymakers on the policy level

⁷³ Highlighted by policymakers on the problem level, professors on the policy level and policy entrepreneurs on the politics level

⁷⁴ Highlighted by SWWithoutDs on the policy level and by professors on the politics level

⁷⁵ Highlighted by public authority member on the policy and politics levels

⁷⁶ Highlighted by SWWithoutDs and policy entrepreneurs on the problem level

⁷⁷ Highlighted by policymakers on the problem level and policy entrepreneurs on the policy level.

stakeholders to be able to grasp societal complexities and plan for them, thus sustaining inclusion (Fovet, 2020; Weyrauch, 2016). Third, existence of extracurricular activities,⁷⁸ which as noted earlier in the first factor of the core program evidences the university's adaptation to multidimensional inclusion policy/solutions (Bampi et al., 2014). Fourth, having community-based learning to promote both the learning and social achievement, using a range of formal and informal methods⁷⁹ which evidence the university's vision to perceive SWDs as partners in the construction of their success (Allen and Nichols, 2017).

On the policy level, three factors influencing the 3Ps' development were repeatedly mentioned. First, the university's SDGs incubated guidance⁸⁰ which despite its strength in being an international framework, is risky given the fact that it focuses on only two dimensions of inclusion for SWDs in HEIs: accessibility and the infrastructure, thus missing multiple other dimensions (e.g. professors' qualifications, etc.) (United Nations, 2018, p. 73). Second, lack of SWDs' statistical data⁸¹ which as endorsed by the ICF and the SEND framework evidences the university's lack of clear vision on the functionality of their targeted SWDs, their needs, and possible planning to meet these needs (Maxwell et al., 2018). Third, unexplained legalities of inclusion⁸² which again emphasizes the university's difficulty in understanding the legalities, and the missing role of both the Supreme Council of Universities and the National Council for People with Disabilities in developing a national strategy/policy for the clarification of the implementation alignment (Ministry of Higher Education and Scientific Research, 2019; Ministry of Higher Education, 2006; Hayes and Bulat, 2017).

In brief, the Private 2 University's mandated SDGs framework has contributed to the realization of the agenda setting for inclusion. The differentiated views expressed speak about each university's values of context. As argued by Kingdon (2003), people compare their current conditions with their values to define any problem. That is why the Private 2 University has shaped its inclusion beliefs and attitudes according to the setting they have and their entailed values. Expressed views show that SWDs prefer to resolve the root causes of the inclusion problem rather

⁷⁸ Highlighted by Professors on both the policy and politics levels

⁷⁹ Highlighted by policymakers and public authority member on the policy level

⁸⁰ Highlighted by SWWithoutDs and professors on the problem level and policy entrepreneurs on the politics level

⁸¹ Highlighted by public authority member on the problem level and professors on the politics level

⁸² Highlighted by public authority and professors on the policy level and SWDs on the politics level.

than suggesting direct solutions. Even though raising inclusion concerns within the system is often difficult, as declared by Jackson and Buckner (2016) the challenge is not about raising concerns but about adapting different approaches to find a way to frame and deal with these concerns. The Private 2 University was able to frame their inclusion concerns, signifying their reinforcement by the enhancement of academic, communication, and self-determination skills (Shogren and Wehmeyer, 2014). For this reason, as argued by Hendy (2019), the Private 2 University's vulnerability and courage to frame inclusion concerns is a positive influential factor in drafting an inclusion policy, if the policy entrepreneurs make use of the multiple opportunities for change they now have.

Table 23: The Intrapersonal Common Socioecological Factors Shaping the 3Ps in the Private 2 University

	Problem	Policy	Politics
SWDs	SWDs incubate the medical model thus perceive themselves as a second category students. Thus, they do accept being a second category, if not thankful for that.	Enhancing SWDs' skills and competencies, increasing their opportunities to make best use of any possible opportunities around them (e.g. competitions).	Existence of the individual behavioural change activities (i.e. core program) has been the success factor for SWDs' engagement in the university's community.
SWwithoutDs	SWwithoutDs are always willing to help SWDs whenever needed, without any petty feelings.	Stopping any social stigma and SWDs' labelling and enforcing social acceptance of people's deviation through interactive activities.	Existence of joint activities and academic programs help SWDs find common grounds to communicate with each other.
Professors	The university's vision (i.e., supporting values of solidarity) guide professors' thinking of SWDs, achieving their inclusion learning outcomes.	Enhancing the staff and students' values of inclusion, thus enhancing meaningful relationships across the community members.	Existence of the university's moral guidelines helped all community members to set the needed grounds of inclusion, identifying the relations between different actors (i.e. individual, community and society).
Policymakers	Policymakers are responsible for improving the students, TAs and professors' lives, capitalizing on the community's diversity to get everyone exposed to different perceptions, thoughts, and ideas, thus being creative.	Having 'inclusion' as one of the accreditation criteria, mainstreaming the inclusion concept across all the university's strategies and activities.	Existence of behavioural change interventions positively create an opportunity of further unique inclusion interventions, avoiding limited solutions.
Policy Entrepreneurs	HEIs' adopted non-violent communication approaches help accommodating inclusion	Increasing SWDs' independence to complete their learning journey and smoothly join the labor market.	Lack of laws and frameworks that disconcert the individual beliefs and practices which, if discovered, may help tailor the needed service on individual basis.
Public Authority	Inclusion (with its dependent integrated status) is challenged by collecting wrong evidence which misleads the whole learning process and the make-up of its relevant decisions.	Highlighting the specific tactics that everyone needs to become familiar and comfortable with to create team cultures that are inclusive, where people feel like they belong to inviting cultures.	Lack of having inclusion and exclusion criteria, needed for measuring inclusion practices

Table 24: The Interpersonal Common Socioecological Factors Shaping the 3Ps in the Private 2 University

	Problem	Policy	Politics
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SWDs	Social specialists' successful role in accommodating SWDs inside the community. TAs plays successful role in facilitating SWDs' academic lives more than the professors.	Same as the intrapersonal	Same as the intrapersonal
SWWithoutDs	Sessions' small density facilitated all students' relations and limited any sensitivity that may be possible.	Same as the intrapersonal	Same as the intrapersonal
Professors	Professors believe in all students' contributions and push for social cohesion for the national benefit.	Same as the intrapersonal	Same as the intrapersonal
Policymakers	Participatory approaches are encouraged to build an inclusive education reduces unwarranted and arbitrary exclusion.	Same as the intrapersonal	Same as the intrapersonal
Policy Entrepreneurs	Investments should go for creating more space for conversations, openness and sharing, and ability to see/work with different perspectives and working styles.	Same as the intrapersonal	Same as the intrapersonal
Public Authority	Manipulation between evidence providers and policymakers may mislead the data and guide it to specific directions.	Same as the intrapersonal	Same as the intrapersonal

Table 25: The Institutional Common Socioecological Factors Shaping the 3Ps in the Private 2 University

	Problem	Policy	Politics
SWDs	SWDs need case-by-case inclusion accommodations	Enhancing the campus' infrastructure and increasing SWDs' accessibility to professors, empowering SWDs' feeling of equity and participation.	Existence of core program extracurricular activities played an essential role in letting SWDs build peer-relations and discover areas of interests between them, facilitating complicated relations.
SWWithoutDs	Humanistic core program forces each student to use their creativity and cooperate with their peers to shape a better future for all.	Having social specialists supporting different SWDs, helping them to mingle into the community (e.g. Sign language that use the visual-manual modality to convey meanings).	Existence of equipped campus and its infrastructure helped SWDs to use all the campus' facilities.
Professors	Top-down approach of inclusion has strengthened the bottom-up approach of inclusion, enhancing both approaches with needed research.	Including inclusion within the Quality Assurance standards and the accreditation criteria (basic and higher education), helping stakeholders to be obliged to understand the inclusion practices and implement them.	Existence of social workers' department positively influence the inclusion efforts.

 Policymakers 	The international policies guided the national implications, which are firmly rooted in their internal guidelines, policies, and accreditation criteria (to be met).	Having a university’s vision, forcing a top-down approach that support the inclusion values.	Absence of a community rewarding system on inclusion practices.
 Policy Entrepreneurs 	HEIs’ need to know SWDs’ needs, prioritizing clear understanding of inclusion steps that need to be done	Sharing SWDs’ success stories with schools’ students and opening a learning channel for them to communicate with SWDs to learn from their journey.	Existence of inclusive curriculums that advance the inclusion understandings according to the stipulated criteria.
 Public Authority 	HEIs’ need to enhance the research’s role in building up the institutions’ systems	Considering a performance management and reward system for engaging faculty and staff in developing inclusion policies and practices.	Absence of capacitated leaders tasked with carrying out the inclusion policies that directly affect SWDs’ lives

Table 26: The Community Common Socioecological Factors Shaping the 3Ps in the Private 2 University

	 Problem 	 Policy 	 Politics
 SWDs 	Community members with higher socioeconomic background practice less stigma on SWDs, and the opposite is correct.	Having individual education plan (IEP) headed by academic advisor, drawing clear steps for performance development and improvement.	Existence of university’s core program allowed them to build community of practice which cultivated them in different areas.
 SWithoutDs 	The core program help building cross-sector coalitions, recognizing and addressing all students’ contributions.	Creating opportunities to SWDs to contribute to the development of the community (e.g. encouraging heterogenous group work in the graduation projects).	Lack of parents’ awareness of their disabled sons and daughters’ abilities demotivates them and limit their capacity to fight for what they need.
 Professors 	University’s isolated campus (i.e. far from downtown) helps building community’s social capital of solidarity, thus promoting inclusion	Engaging SWDs in different extracurricular activities thus elaborating their role inside the community	Existence of extracurricular activities strengthen the social acceptance across community members.
 Policymakers 	University comprises a range of specific definitions and foci on SWDs’ needs to broader ideals of creating inclusive communities.	Having community-based learning to promote both the learning and social achievement, using a range of formal and informal methods.	Existence of the encouraging national mood (laws and regulations that focus on possible interdependence, adaptation, cycling of resources) maximizes inclusion interventions’ impact. Existence of
 Policy Entrepreneurs 	Adaptive capacity’s elements are enforced (trust, diversity, common meaning, self-organization, and learning)	Giving SWDs affirmation actions of inclusion, not only stopping on the exceptions and accommodations.	Lack of public-private joint-research to enhance the social relationships

Public Authority	HEIs' ranking requirements drive them to specific regulations that may be very harmful on the academic level given their irrelevance to the learning outcomes.	Enforcing community awareness' interventions that shift their negative experiences with inclusion to positive ones, speeding up the process and demonstrate possible change in short period.	Availability of communication channels that ensure that SWDs' voices are being heard and sounded to the policymakers.
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Table 27: The Policy Common Socioecological Factors Shaping the 3Ps in the Private 2 University

	Problem	Policy	Politics
SWDs	The credit hours basis programs facilitate SWDs' integration. Accessibility to the Dean office makes SWDs' accommodation more possible compared to their counterparts in other universities.	Same as the community	Unexplained legalities of inclusion caused more complications for them when it comes to benefiting their rights.
SWithoutDs	The university's participatory approach and mandated SDGs help engage all students in their decisions and allow them to design their future.	Same as the community	Lack of community's awareness of the SWDs' rights in the constitution turned the inclusion to be individual practices rather than policy obligations. With that, the services are deviated, influenced by the person's conviction and budget availability.
Professors	The university's SDGs incubated guidance put the university on track in terms of developing fair policies to engage, retain and employ every member of its community, in which the SWDs are members.	Drawing clear lines about inclusion, not only for SWDs but for everyone including the faculty and staff.	Lack of statistical data on SWDs hinders applicable accommodation practices.
Policymakers	University's welcoming communities, eliminated any discriminatory attitudes,	Charging the inclusion responsibility to both the public and private sectors together, facilitating the inclusion practices.	Same as the community
Policy Entrepreneurs	Government officials' enhanced relation with HEIs' community members (faculty staff and students) started authentically to inform the decision making.	Same as the community	Existence of the positive impact of the SDGs on enhancing social cohesion, conditioned the local ownership of the SDGs.
Public Authority	Knowledge production and transmission's risk, automatically influence the quality of inclusion decisions.	Drawing an outline of expectations for inclusion roles in diversity initiatives, pushing for a cohesive inclusion setting.	Loses that may be caused from working around the available policies rather than developing new ones. He sees that new



policies should compose solutions that are goal-oriented, cost-effective, and context-sensitive.

VI.2. Results' implications

Understanding of inclusion: The challenge of defining inclusion is in fact that it is very contextual in nature and cannot be defined separately from its intervention area. This study highlights that we need to learn to think about inclusion in a different way that takes into consideration the socioecological levels and their ripple effects on each other. Inclusion's essentiality is about being intentional about contextual settings and measurements. While it can still happen accidentally, being intentional makes it a more sensible approach to community members and acts as a prime stage for escalating a quality inclusion, even if the basic intentions are insufficient. In other words, being intentional about a contextualized inclusion allows two things; it increases the governance's effectiveness to set inclusion measurements and improves its progress. Additionally, intentionality increases community members' opportunities to have official channels to express their needs and possible offerings to support an inclusive setting. Once contextualized intentions take place, uncertainties are more likely to be cleared up e.g., SWDs' services, institutions' required capacities, learning settings, etc. In brief, inclusion must not be shaped by the idea of only one right way to think and do things: it must be intentionally contextualized to consider all possibilities. Being open, resourceful, and innovative requires community members to navigate the givens and alternatives on an on-going basis, keeping in mind everyone's worth.

Policy Entrepreneurs' Attributes, Skills, and Strategies: There is a huge diversity in the policy issues that policy entrepreneurs care about, based on their attributes, skills and strategies used. While the interviewed policy entrepreneurs have extensive working experiences in the political sphere, their core focus is on balancing their benefits, the current problems (as far as they define them), and the return on investment of any possible solutions (Capella, 2012; Stigliani and Ravasi, 2012). Three out of the four interviewed noted that inclusion has been an issue for over fifteen years now, but they have never tried to convince policymakers of its importance before because of the existence of other pressing needs (e.g., quality education, professors-students ratio, etc.) in HEIs. Now, that SWDs' voices are becoming heard (Lane, 2014), and more possible considerable channels are suggested given the growth of Egypt's global commitments, the issue has become one of their top priorities. Therefore, the "policy window" today is easier to be opened compared

to previous times not only because of the policy entrepreneurs' efforts, but, because of the current context.

Policymakers' Capacity to Create a Policy Design Fit: Expressed views show the complexity of understanding the inclusion criteria needed for policy agenda-setting, formulation, and implementation. As debated by Geet et al. (2021), determining these criteria is correlated to the policymakers' capacity to align between cohesive goals and relevant approaches, and for them to decide on the contextual relevant data that endorses both, thus being able to create a policy design fit. While the accomplishment of this policy design fit is unclear from the expressed views, all policymakers' views have focused on the execution whereabouts of inclusion, specifically when it comes to understanding its conditions and assessment. Such a focus confirms that the inclusion execution whereabouts are embedded in the government's levers, (Mukherjee et al., 2021) which is expected to bolster an inclusive environment in the future. In short, the current setting encourages the development of a multi-levelled leadership, which is likely to boost an intended, systematic, and resourced inclusion approach once the 3Ps are met (Pecci et al., 2020).

Ideational/Beliefs Change: Among the four examined cases, only one had a polycentric governance (several governing authorities at different scales), and the rest were monocentric (single governing authority at the center). With this dominant monocentric governance, HEIs have limited capacity to operate at multiple scales to maximize the externalities of inclusion gains (Marks and Hooghe, 2003; Partelow, 2018), thus missing out possible stakeholders' manageable interests. In other words, the current policymakers' domination of ideas slows down the gradual institutional change, and the likely mainstreaming of this change. Thus, the ideational change negatively influences the policy stream, and accordingly the likely convergence of the 3Ps.

Self-Awareness: HEIs' awareness and ability to adapt their management style and approach depends on what the situation requires, and allows them to choose, learn and control intentional inclusion and increase its effectiveness. All examined cases show their ability to have present moments of awareness of the inclusion system; trying to recognize what the inclusion activities are, and how others can contribute to them. Yet, as debated by Noorda, (2013), the likely increase of designing effective inclusion activities is correlated to the HEIs' autonomy, besides their

understanding of the national frameworks, power dynamics in the governing bodies, HEI's mission, etc. (Hayes and Bulat, 2017; El-Saadani and Metwally, 2018). Once all factors unify, as highlighted by Roush and Sharby (2011), HEIs should be able to perceive SWDs as contributing factors to the community, thus increasing their ability to define the inclusion problem and choose its fitting solution. Currently, the indetermination of the national inclusion framework minimizes the four examined universities' understanding of these factors and the likely convergence of the 3Ps.

Data Sources: Measuring inclusion from a global perspective is challenging due to the multidimensional and context-specific nature of inclusion as well as the lack of comprehensive, standard data sources across countries and over time. As debated by Dukes et al. (2017), the lack of factors of empirical evidence of inclusion creates misalignment across the groups. Across the four examined cases, scarcity of SWDs' data remains a threat to inclusion. Such scarcity of data misinforms decision-making and misleads the possible convergence of the 3Ps, specifically in public universities where the complexity is highly challenging.

Misalignment of Legal Framework: The current misalignment between the two governing laws, the lost assigned roles of the governmental entities, and the discrepancies across all, not only affects inclusion's definitions and applications, but also its values (Triano, 2000). The absence of inclusion values places doubts in the welfare use of even the draft current national inclusion framework, challenging its possible embedment into the system (Zabeli et al., 2021). In fact, building a competitive self-regulating inclusive education in HEIs with clearly defined values in the legal framework strengthens the fundamental requirements of a consistent system to absorb the new dimensions of social inclusion, therefore strengthening the definition of the 3Ps and their coupling.

Capabilities Gaps: Among the four examined universities, communities' members awareness was an issue of concern. Such a lack of awareness threatens members' capacities to balance the risks and protective factors of inclusion at the institutional level (Sallis et al., 2008; Lee and Stewart, 2013), thus limiting their possible attainment of the inclusion societal goals. This limitation can be pushed back by setting a social cohesion, which currently cannot be enforced with the ministry

and/or the Supreme Council of Universities absent role in developing a national inclusion strategy, as stipulated in the legal framework (Jalali, 2020). Therefore, the likeliness of opening a policy of change becomes complicated.

Accreditation Criteria: HEIs fail to provide opportunities for inclusive education in a diverse, multicultural society and globally connected world, as appropriate within their mission and for the communities they serve. Unless the HEI is committed by an accreditation criterion that forces the whole-of-institution inclusion (Mukherjee et al., 2021), working towards a cohesive goal, then the likeliness of having the institution's processes and activities equitable to the diverse populations is very weak. Only one examined case with inclusion accreditation commitment fostered a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives, securing a minimal level of services, even if the SWDs are not fully satisfied (Pecci et al., 2020). Thus, accreditation enables the merging of the 3Ps, pushing everyone to make use of the opened policy window.

In brief, the inclusion concept in the Egyptian context is not underpinned by a theory of change, not strongly handled by the assigned authorities, and not sustained by possible application. There is a debate between the top-down (from the government) versus the bottom-up (from other stakeholders) approaches to define national inclusion objectives. The limited private sector's engagement in investing in inclusion aspects at HEIs confines possible policies. For most HEIs, the value of the inclusion concept as a strategic direction for the engagement of the whole community into the agenda setting is absent. Professional development programs require follow up support to ensure that professors' inclusion skills are developed and sustained. There are challenges with how the inclusion's indicators and targets are formulated, how data is collected and analyzed, and how results are reported and communicated. With that, the coupling of the 3Ps (i.e., policies, problems and politics) is proportionate by multiple players (i.e., problem brokers, policy entrepreneurs, and policymakers) across all the socioecological levels.

VI.3. Results' Truth Claims

This study makes use of the MSsF. First, for the problem and policy streams, Egypt's global commitment to the SDGs, evidenced in their annual reporting on Egypt SDS-2030 (Ministry of International Cooperation, 2018), qualifies the data collected on the two streams and thus validates the study's results to other developing countries with the same commitment. Second, for the politics stream, Egypt's quantified national legislations⁸³ and HEIs' high professor-student ratio⁸⁴ (CAPMAS, 2020) exemplifies overwhelming management systems, benefiting other developing countries with a similar context. Both of these provide better thinking and illuminative ideas of the MSsF usage in HEIs.

The MSsF and the SEF together support broader parameters, focusing on developing propositions, identifying causal drivers, producing falsifiable hypothesis, and being broad in scope. Specifically, the MSsF's functionality is strengthened through examining the interactions between the 3Ps (Sabatier, 1999; Sobek, 2003). For this reason, where information is plentiful and where many competing and complementary interpretations of information merge forming a diverse body, the MSsF elucidates the inclusion problem stream, increasing coupling with the inclusion policy stream. In effect, using the MSsF facilitates the adaptation of concepts in multiple contexts and with multiple methods, strongly contributing to defining the 3Ps.

Theorizing the SEF into the MSsF to examine the agenda setting of inclusion brings a new ontological lens, creating new contributions to the literature. First, as determined above, the four examined universities show ecological complexities which generally slow down adaptive behaviour emerging from simple interactions among individuals. Many factors across the five socioecological levels interact in complicated ways. This involves theorizing the role of institutions in shaping inclusion behaviour. Second, the causal relations between the five socioecological levels have recently been misguided by biased focuses at certain levels. Methods that straightforwardly assume such relations are no longer sufficient to inform policymaking. Third, the act of engagement of SWDs in the development of the inclusion agenda requires asking when it is appropriate and fruitful to receive SWDs' insights and how to design its engagement

⁸³ Egyptian law no. 10 for 2018 necessitates each HEI to; reserve at least 5% of their enrolment for SWDs, allow SWDs at least 10% of HEIs' hostels, and accommodate all HEIs' infrastructure for them

⁸⁴ 1 to 22 for public universities i.e. 2,263,055 enrolled students versus 101,166 faculty staff, and 1 to 18 for private universities i.e. 194,659 enrolled students versus 10,743 faculty staff for academic year 2018/2019

activities. For this reason, theorizing the SEF with the MSsF helps us rethink how theory and data are used and explains the mix in which researchers draw upon deductive and inductive thinking.

Today's inclusion agenda setting is drawn on theories that are totally different than those from which their advisors started. Developing an inclusion policy as noted from this research can benefit from a coupling system approach rather than a single approach, synchronizing all factors and actors together. However, it will also require policy entrepreneurs and makers to appreciate such synchronization. Likewise, reviewing and critiquing the agenda setting of the inclusion policy necessitates reviewers stepping outside of clearly delineated disciplinary backgrounds, and exclusive views of theorizing from past worldviews and methodological approaches. Furthermore, it requires policymakers to rethink their whole mission and create new thinking on it.

VI.4. Way Forward

Based on the previous discussions, several ways forward are raised below, considering the factors determined on different socioecological levels and allowing better opportunities to close the gaps on the inclusion policymaking process.

1. ***Initiate a national dialogue***, to unleash the curiosity about inclusion's problems and workable solutions, identifying the level of urge of prioritizing each solution.
2. ***Re-consider and re-invest in policymakers' qualifications***, to assess their professional credentials for completing their assigned tasks, ensuring that there are qualified calibers who can understand the inclusion focus and requisite decisions.
3. ***Evaluate the policy entrepreneurs' coalitions***, to understand the compositions of the current coalitions in terms of their expected gains and manageable interests, examining the authenticity of the changes they aim for and their possible contribution to building an inclusive environment.
4. ***Create channels for students' voices to be heard***, to be regularly updated with the students' requisites, analyzing data to inform decision-making.
5. ***Factor in the labour market's needs within the inclusion's national scope***, to qualify SWDs to the labour market, ensuring their ability to maintain their living in the future.

6. ***Align the legal framework***, to unify and standardize SWDs' accommodations and services, equitizing SWDs' opportunities inside the HEIs.
7. ***Administer professors' professional development programme***, to maximize professors' understanding of inclusion practices and mandate it through an annual license, establishing and/or maintaining an inclusive education inside the HEIs.
8. ***Enforce inclusion as an accreditation criterion for HEIs' faculties***, to set broad standards for inclusion application complemented with clear guidance on how to contextualize these standards and have them as a mandatory accreditation criterion for all HEIs' faculties, again establishing and/or maintaining an inclusive education inside the HEIs.

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