Egypt's Youth Lab Results

Age

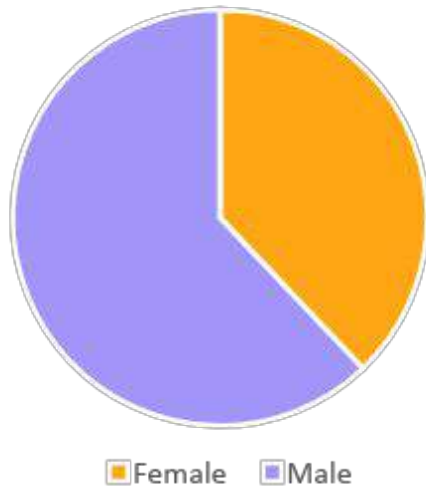14-17　■18-22　■23-26

Education

28%

72%

University Student　■Seccondary Education Student
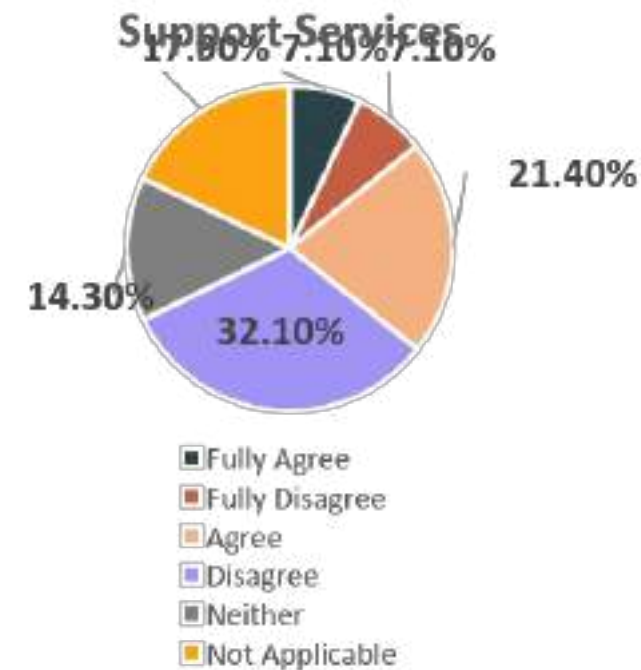
Gender

Female　■Male
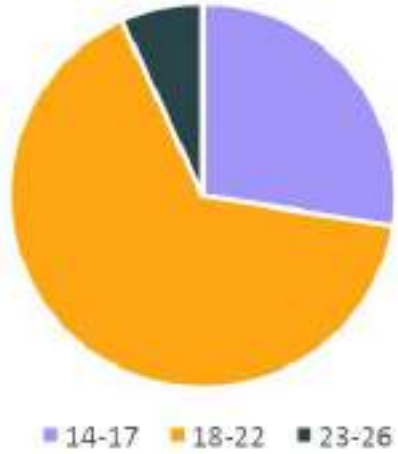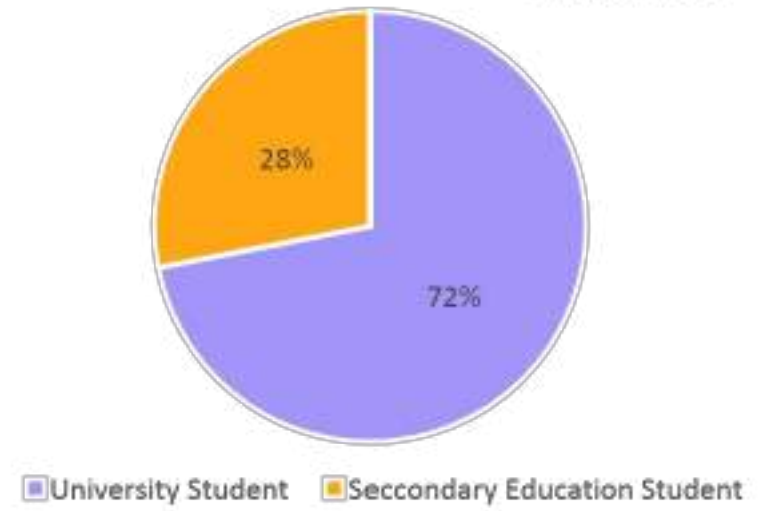
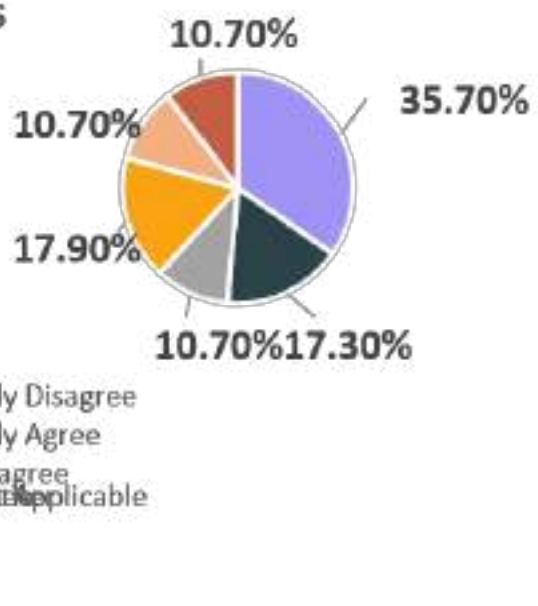The Demographics

Diversity and Inclusion

Inclusivity

When schools provide special attention to or meets individual social/psychological needs, enforces a non-discrimination code, or/and has the proper infrastructure for those in need.
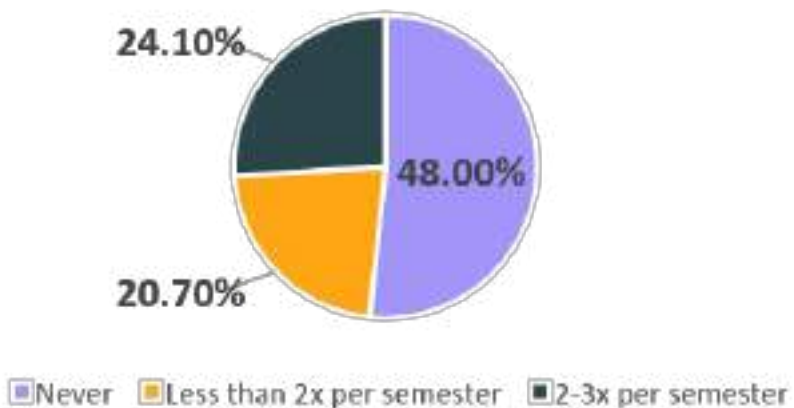
Around 68.9% of all respondents feel represented in respect with ethnicity, race, religion, etc. in the content of the curriculum, while around 30% felt unrepresented at least once

Discussions about Diversity and Inclusion at School

24.10%
48.00%
20.70%

■Never ■Less than 2x per semester ■2-3x per semester

Meeting Individual Educational Needs

10.70%
35.70%
10.70%
17.90%
10.70% 17.30%

■Fully Disagree
■Fully Agree
■Disagree
Not Applicable
■Agree

Support Services

17.90% 7.10% 7.10%
21.40%
14.30%
32.10%

■Fully Agree
■Fully Disagree
■Agree
■Disagree
■Neither
■Not Applicable

Diversity and Inclusion

Procedures for taking students' views

- 30.80%
- 19.20%
- 3.80%
- 26.90%
- 11.50%
- 7.70%

Legend:
- Fully Disagree
- Fully Agree
- Disagree
- Agree
- Neither Applicable
- Not App
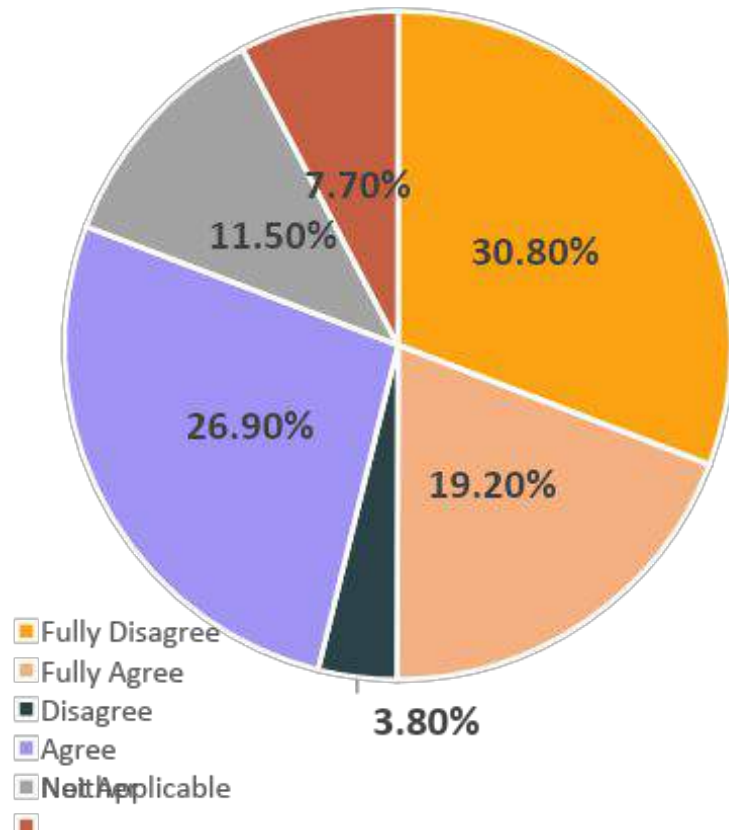
Enforcing a Code of Conduct/non-Discrimination Policy

- 3.60%
- 10.70%
- 17.90%
- 39.30%
- 14.30%

Legend:
- Fully Disagree
- Fully Agree
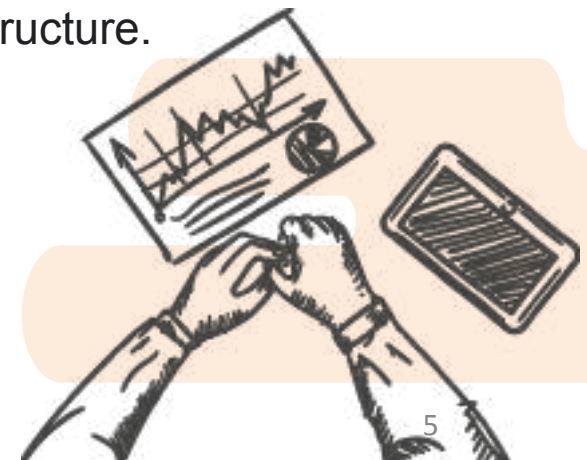- Disagree
- Agree
- Not Applicable
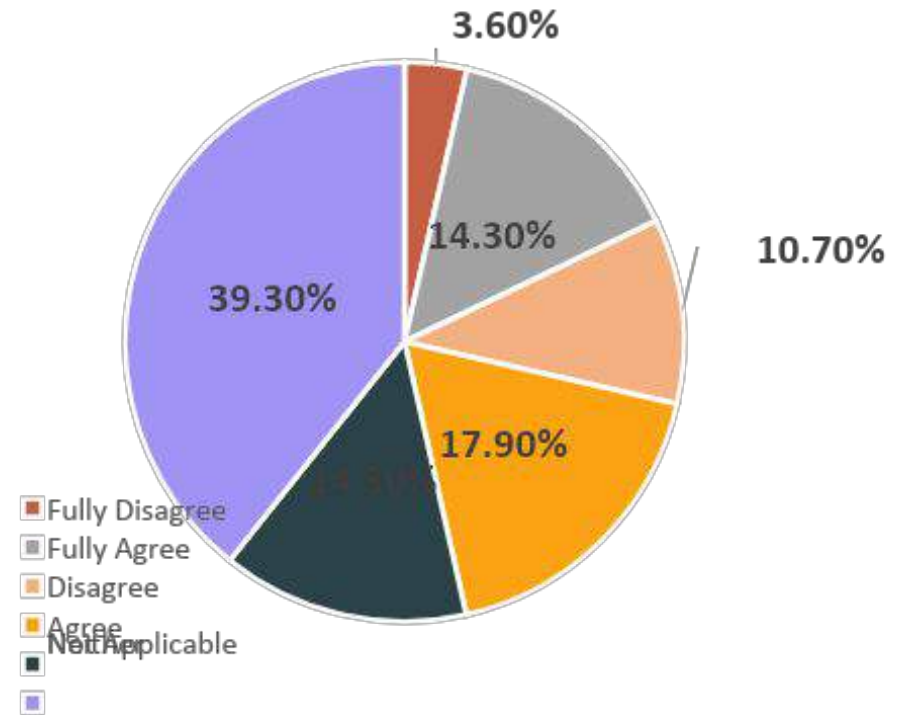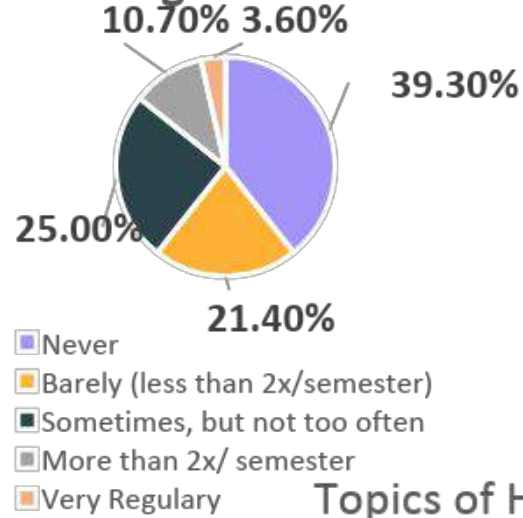
Diversity and Inclusion
(Experts' Views)

- There are always students in different institutions who **require special facilities** and more attention

- Education needs vary, but most commonly are cultural, financial, mental, and physical needs.

- Instructors believe that they **need more facilities and trainings** to help them better deal with students of special needs

- **Inclusive environments** are usually created by initiatives from instructors and students, but it's **not directly offered** by institutions

- Biggest gaps are:

  - **Lack of motivation** to exert efforts due to he **weak compensation** structure.

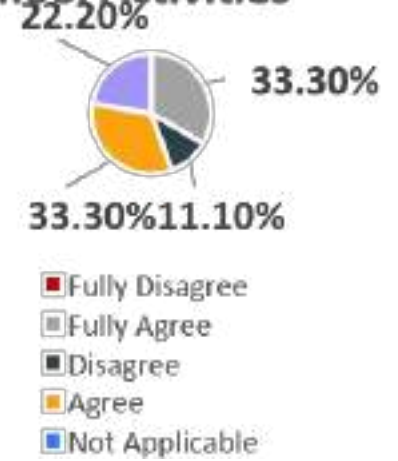 - **Lack of training** and **facilities**
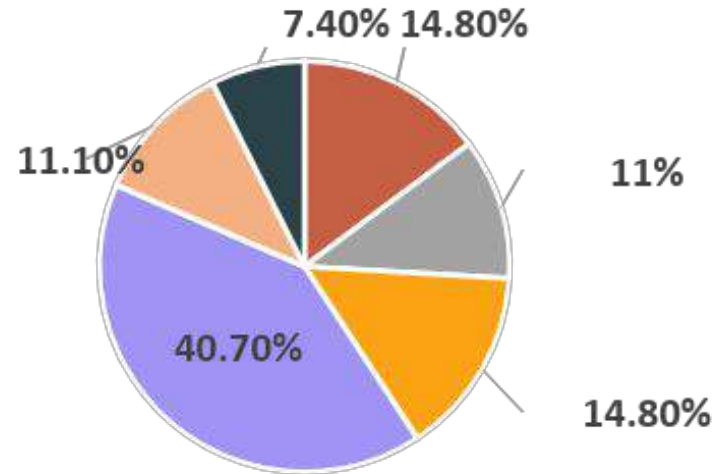
Solidarity, Empathy, and Democratic Culture

Active Listening and Understanding

10.70% 3.60%

39.30%

25.00%

21.40%

- Never
- Barely (less than 2x/semester)
- Sometimes, but not too often
- More than 2x/ semester
- Very Regulary

School Activities

22.20%

33.30%

33.30% 11.10%

- Fully Disagree
- Fully Agree
- Disagree
- Agree
- Not Applicable

Topics of Human Rights at a sufficient level

7.40% 14.80%

11.10%

11%

40.70%

14.80%

Fully Disagree   Fully Agree   Disagree   Agree   Not Applicable   Neither

Opportunity to work in group projects

7.40%

3.70%

18.50%

18.50%

48.10%

3.70%

■Fully Disagree ■Fully Agree ■Disagree ■Agree ■Not Applicable ■
Neither

34.60%

7.70%

15.40%

15.40%

19.20%

7.70%

1
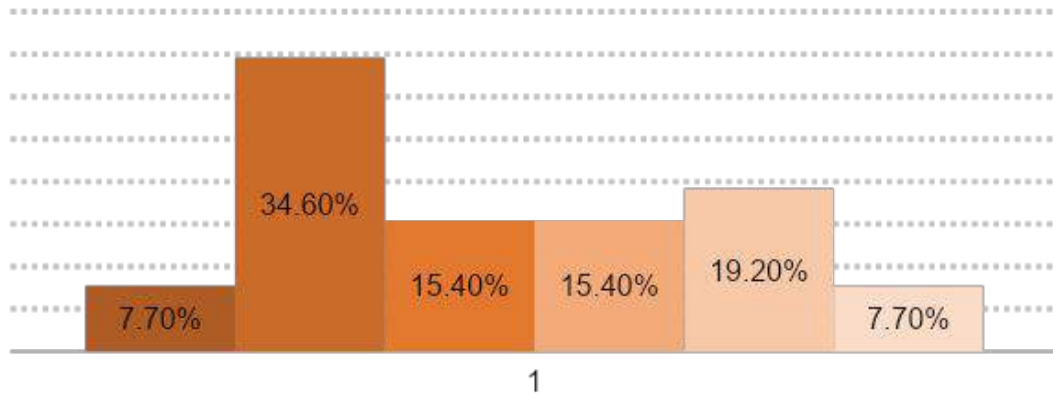
Possibility to express views

■Fully Agree
■Agree
■Neither Agree nor disagree
■Disagree
■Fully Disagree
■Not Applicable
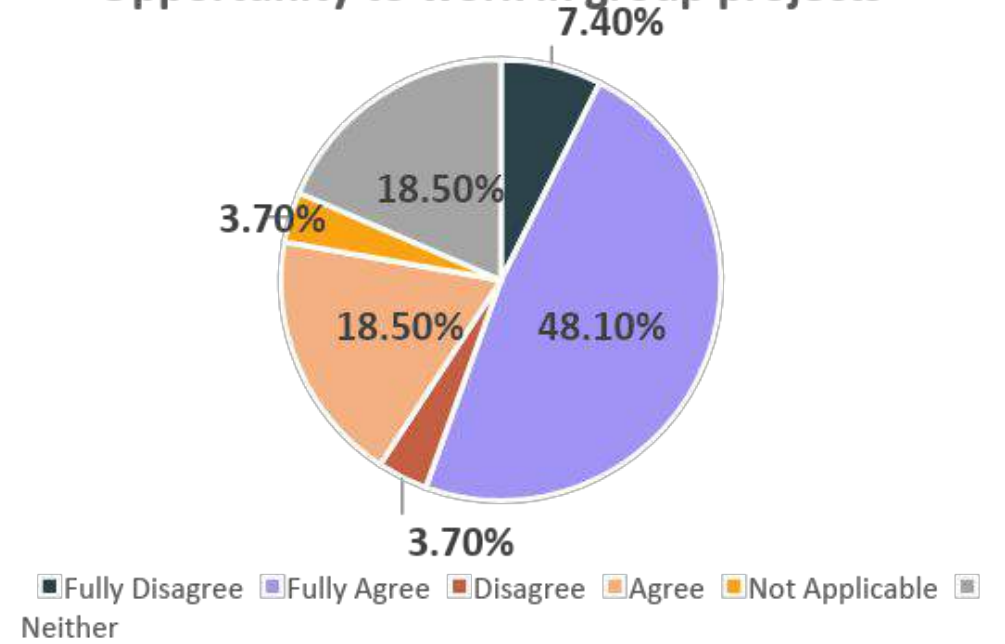
# Solidarity, Empathy, and Democratic Culture (Experts' Views)

- Students are well represented through formal and informal means **(Student Unions and Associations)**

- Courses in the curriculum don't measure students from a Human Rights' lens

- Most obvious limitations of the national educational system:

  - Financial limitations

  - Lack of awareness & training

  - Overloaded curricula that doesn't leave room for solidarity, empathy, or the student life
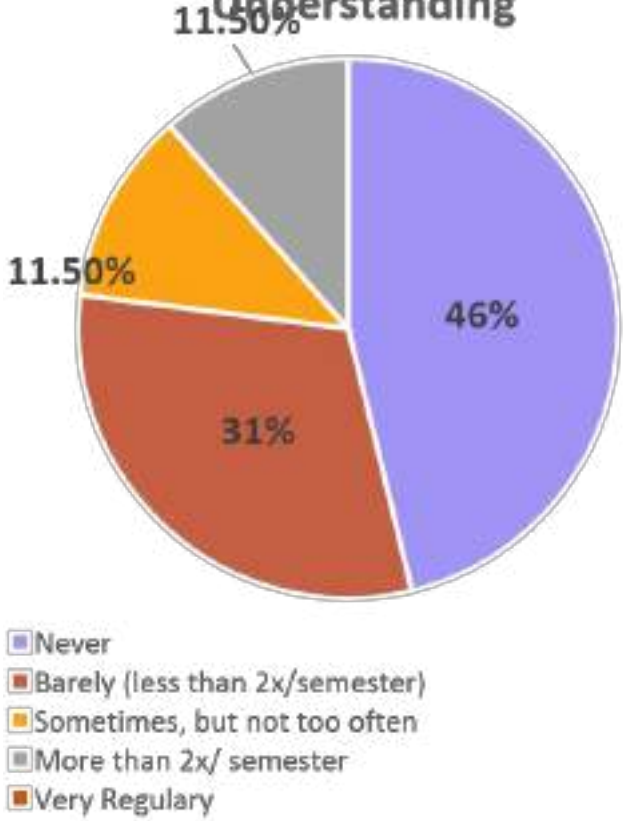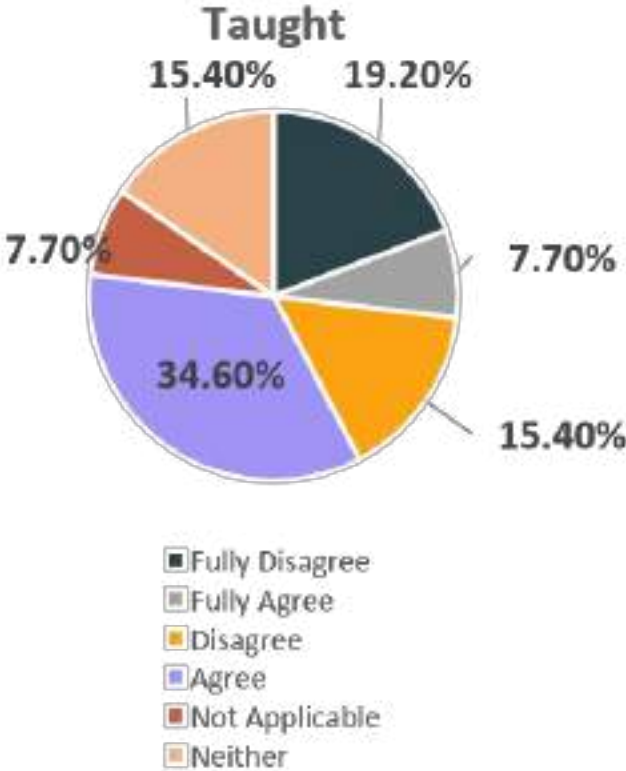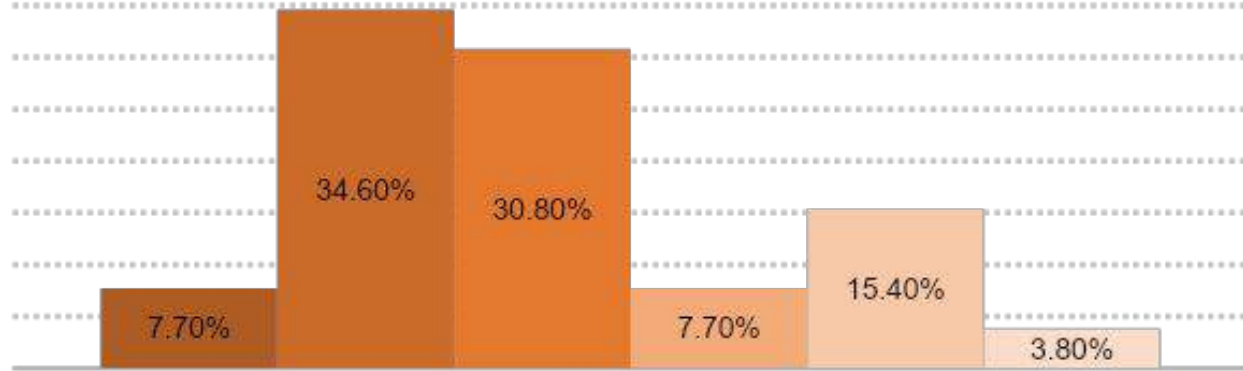
Social Identity and Reflection
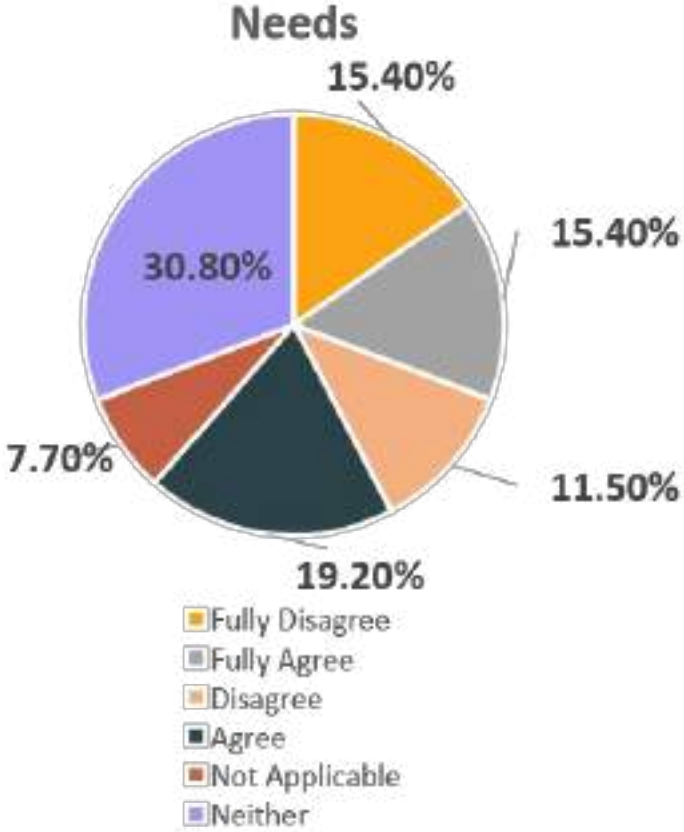
Social and Cultural Perspectives are Embedded in the Courses Taught

- 19.20%
- 15.40%
- 7.70%
- 7.70%
- 15.40%
- 34.60%

Legend:
- ■ Fully Disagree
- ■ Fully Agree
- ■ Disagree
- ■ Agree
- ■ Not Applicable
- ■ Neither

Meeting Individual Educational Needs

- 15.40%
- 15.40%
- 30.80%
- 11.50%
- 7.70%
- 19.20%

Legend:
- ■ Fully Disagree
- ■ Fully Agree
- ■ Disagree
- ■ Agree
- ■ Not Applicable
- ■ Neither

Active Listening and Understanding

- 11.50%
- 11.50%
- 46%
- 31%

Legend:
- ■ Never
- ■ Barely (less than 2x/semester)
- ■ Sometimes, but not too often
- ■ More than 2x/ semester
- ■ Very Regulary

teachers/professors use multiple approaches to consistently monitor students' understanding

34.60%

19.20%

26.90%

15.4%

3.8%

1

□ Fully Agree   □ Agree   ■ Neither Agree nor disagree   ■ Disagree   ■ Fully Disagree   ■ Not Applicable

34.60%

30.80%

7.70%

7.70%

15.40%

3.80%

1

I have been taught to equally appreciate men and women

■ Fully Agree
■ Agree
■ Neither Agree nor disagree
□ Disagree
▦ Fully Disagree
▨ Not Applicable
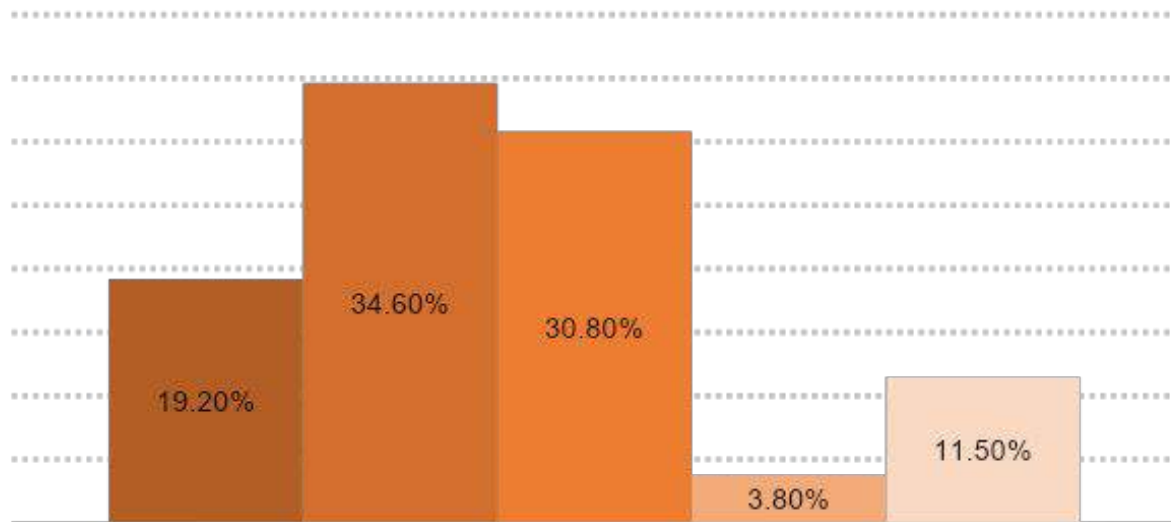
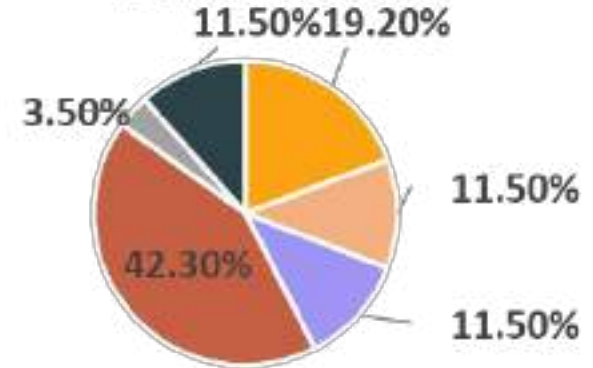# Social Identity and Reflection (Experts' view)

- Students facing obstacles due to their sociocultural background are expected to deal with them on their own and are not supported by the institutions.

- Instructors are not trained to deal with students of different cultures and believe they don't need to be.

- Social Identity is embedded in some courses and directly delivered to others in order to think deeply about cultural norms, social issues, and their impact on identity
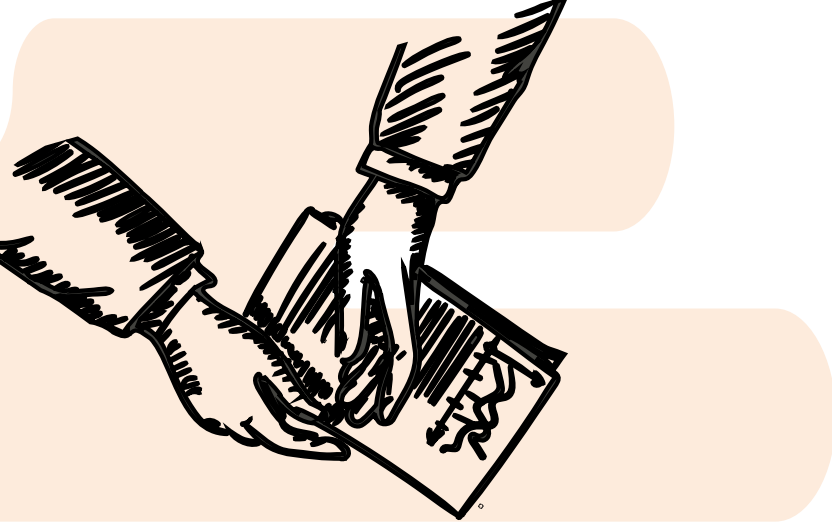
Volunteerism

My civic and social skills have enhanced

- 19.20% — Fully Agree
- 34.60% — Agree
- 30.80% — Neither Agree nor disagree
- 3.80% — Disagree
- 11.50% — Fully Disagree

■Fully Agree ■Agree ■Neither Agree nor disagree ■Disagree ■Fully Disagree

I have been taught about the values of volunteerism

- 11.50% 19.20%
- 3.50%
- 11.50%
- 42.30%
- 11.50%

■Fully Disagree
■Fully Agree
■Disagree
■Agree
■Not Applicable
■Neither

Volunteering is a Compulsory Module

- 7.70%
- 11.50%
- 7.70%
- 23.10%
- 34.60%
- 15.40%

Fully Agree
Agree
Neither/Not Applicable
Disagree
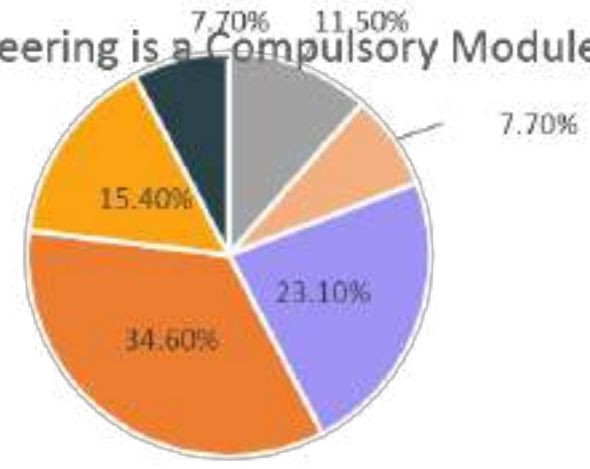
My School/University recognizes learning outcomes from volunteering activities
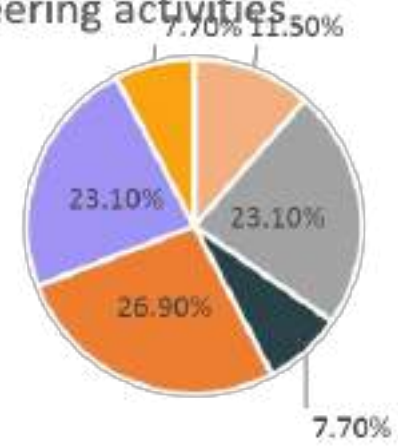
- 7.70% 11.50%
- 23.10%
- 23.10%
- 26.90%
- 7.70%

Fully Agree
Agree
Neither/Not Applicable
Disagree
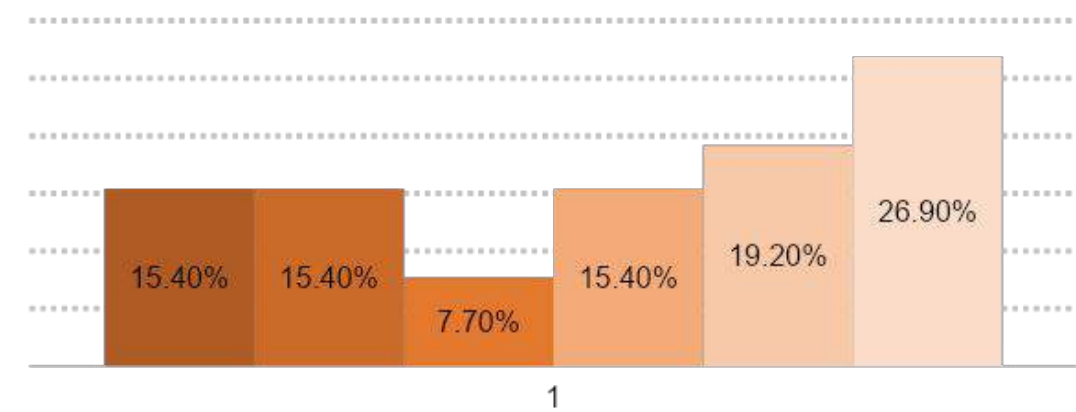
Volunteering is part of placement modules

- 15.40%
- 15.40%
- 7.70%
- 15.40%
- 19.20%
- 26.90%

Fully Agree
Agree
Neither Agree nor disagree
Disagree
Fully Disagree
Not Applicable

13

Volunteerism
(Experts' View)

Volunteerism helps develop students' personalities and expand their knowledge

Volunteerism promotes life skills and links theory to real world issues.

Educational institutions highly encourage volunteerism and often provide funds for activities and events

Formal curriculum doesn't include volunteering modules or community service projects

Students don't receive any official credit from their institutions for their voluntary work

Nagham Wael

Amir Mansi

Abdellatif
Gouda

Malaz
Tom

Heidi Mounir

Hamad
Adel