



THE NATIONAL FRAMEWORK

ON INCLUSION AND DIVERSITY
IN EDUCATION IN JORDAN

— REFERENCE DOCUMENT —

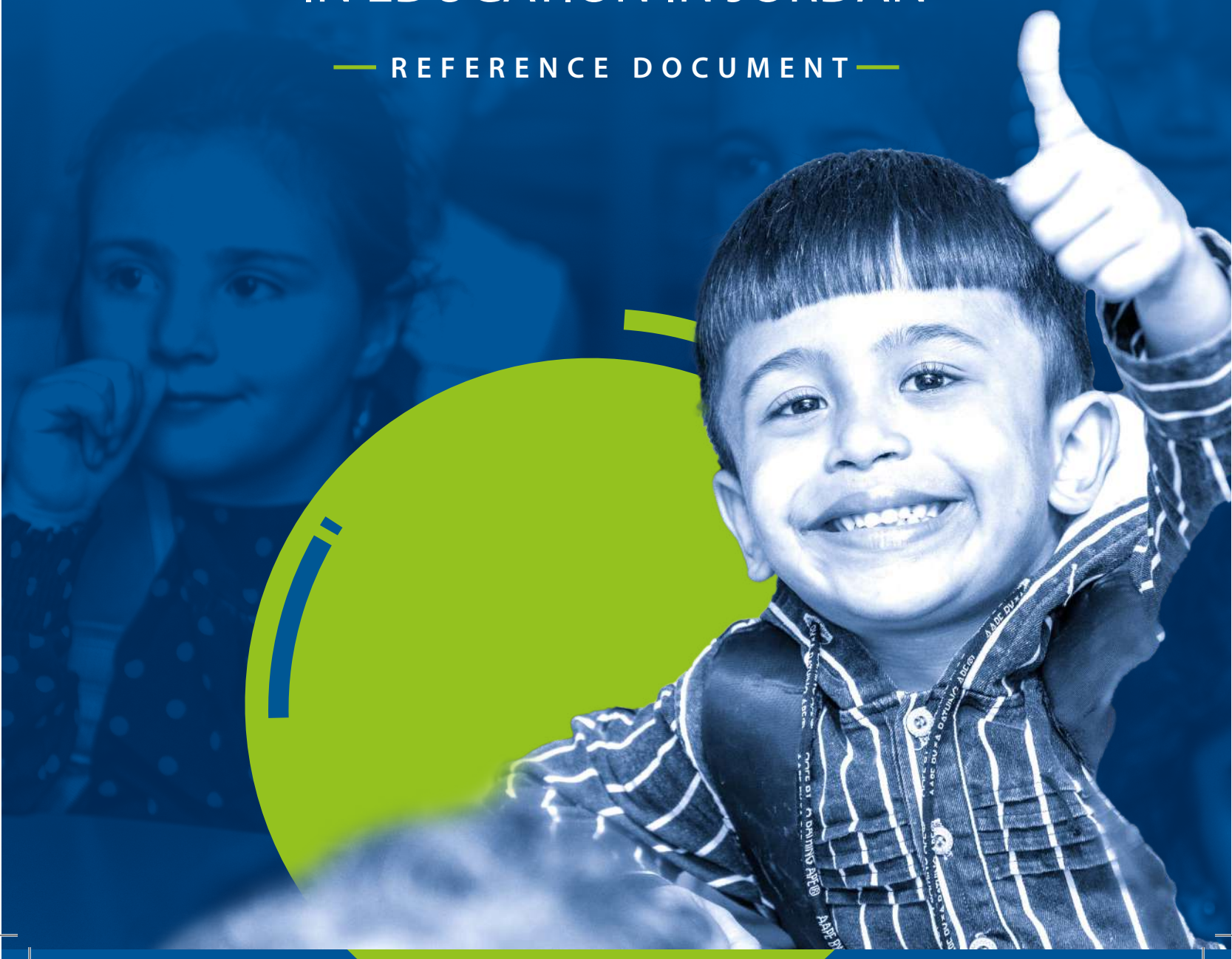




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List of Acronyms

ADL	Activities of Daily Living	MoHESR	Ministry of Higher Education and Scientific Research
API	Application Programming Interface	M&E	Monitoring & Evaluation
CRPD	United Nations Convention on the Rights of Persons with Disabilities	MoSD	Ministry of Social Development
CSPD	Civil Status and Passports Department Database	MTR	Mid-Term Review
DCU	Development Coordination Unit (within the Ministry of Education)	MTSS	Multi-Tiered System of Supports
DP	Development Partner	NAF	National Aid Fund
ECD	Early Childhood Development	NCCD	National Center for Curriculum Development
EDPG	Education Development Partners Group	NCFA	National Council for Family Affairs
EMIS	Education Management Information System	NDA	National Diagnostic Assessment
EMV	Economic Modernisation Vision	NFE	Non-Formal Education
ESP	Education Strategic Plan (2018-2025)	NGO	Non-Governmental Organization
ESWG	Education Sector Working Group	OOSC / OSC	Out-of-School Children (both OSC and OOSC are used as acronyms)
ETC	Education Training Center (Managing Directorate of Supervision and Training)	OPD	Organization of Persons with Disabilities
EQAU	Education Quality and Accountability Unit (within the MoE)	PBIS	Positive Behavioral Interventions and Support
EXAMIS	Examinations Data Management Information System	PPCC	Policy and Planning Coordination Committee
FD	Field Directorate	QRC	Queen Rania Center
GEAP+	(Updated) Gender Equality Action Plan (2018-2025)	QRTA	Queen Rania Teacher Academy
GIS/ WebGIS	Geographic Information Systems	RAMP	Early Grade Reading and Mathematics Project
GoJ	Government of Jordan	RTI	Response to Intervention
HCD	Higher Council for the Rights of Persons with Disabilities	SDDP	School and Directorate Development program
HLSC	High-Level Steering Committee	SDGs	United Nations Sustainable Development Goals
HPS	Health Promoting Schools Strategy	SEL	Social-Emotional Learning
HR	Human Resources	TES	Transforming Education Summit
HRD	National Human Resource Development Strategy (2016-2025)	TVET	Technical Vocational Education and Training
IEP	Individual Education Plan (or program)	TWG	Technical Working Group
IES	10-Year Inclusive Education Strategy (2020-2030)	TOR	Terms of Reference
IIP	Individual Instruction Plan	UDL	Universal Design for Learning
ILP	Individual Lesson Plan	UIS	UNESCO Institute of Statistics
JRP	Jordan Response Plan	UN	United Nations
KG1	Kindergarten Level 1	UNESCO	United Nations Educational, Scientific and Cultural Organization
KG2	Kindergarten Level 2	UNHCR	United Nations High Commission for Refugees
LST	Learning Support Teacher	UNICEF	United Nations Children's Fund
MDT	Multi-Disciplinary Team	UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
MoE	Ministry of Education	VNR	Voluntary National Report
MoH	Ministry of Health	WHO	World Health Organisation

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Acknowledgments

In 2022, Jordan adopted a broad definition of inclusion and diversity in education, through the endorsement of the Jordan Declaration on Inclusion and Diversity in Education. This marks a key milestone in Jordan's journey towards inclusion. Therefore, the Ministry of Education has developed the present Reference Document of the National Framework on Inclusion and Diversity in Education in Jordan in light of the Kingdom's commitment to greater inclusion and diversity in the education system.

Hence, the Ministry of Education wishes to express special thanks to the Core Team who led the reference document of the framework development. This Core Team appointed by the MoE comprises members from the Ministry of Education (Managing Directorate of Education and the Donor Coordination Unit), the Higher Council for the Rights of Persons with Disabilities, and UNESCO, who provided technical support throughout the process. The Core Team relied on an extensive review of key documents, legislations, and global and national commitments, as well as broad bilateral and multilateral consultations and field visits.

The Ministry wishes to also thank the reference group of key partners including UN agencies, donors, and NGOs for their valuable time and technical inputs during the inception phase of the reference document of the framework, and later through the newly established Thematic Group on Inclusive Education as part of the ESP Partnership and Coordination Structure.

Introduction

Inclusion and diversity in education is a pivotal entry point of the Transforming Education Agenda for which Jordan has engaged in key priority reforms such as laying the foundations of learning through the universalization of KG2; addressing learning loss and providing remedial education, particularly for the most vulnerable; or ensuring enabling, safe, healthy, and accessible learning environments and support systems for all children, girls and boys, particularly for the most vulnerable such as children with disabilities and refugee children.

The definition of inclusion and diversity in education was adopted by the Government of Jordan and its partners in 2022 through the endorsement of the Jordan Declaration on Inclusion and Diversity in Education, as follows: ***“Systems, political will, and commitments by all key partners and stakeholders are in place to guarantee that all students regardless of their gender, abilities, disabilities, backgrounds, and circumstances have equal and equitable access to quality education in their home or host communities, with learning environments that embrace diversity and support their participation and achievements towards reaching their full social, emotional, physical, and cognitive potentials.”***¹

Over the past decades, Jordan has made major strides towards inclusion within the education sector; through systems that enhance the environment that works towards education for all. The Jordanian Government has expressed its ambition of leading the region towards greater inclusion, by promoting greater equality between persons with and without disabilities, an ambition clearly defined and articulated by our National Human Resource Development (HRD) Strategy (2016-2025); Education Strategic Plan (2018-2025); 10-Years Inclusive Education Strategy (2020-2030); 3-years Action Plan on Inclusive Education (2020-2023) and more recently the National Economic Modernisation Vision (EMV) (2023-2033). Jordan also embarked on the process of establishing national SDG4 benchmarks.

For harmonization and coordination, it is necessary to bring together, under one framework, what has been agreed upon, what has been achieved so far, and what remains to be done at all system levels in line with the policies and commitments.

On the other hand, Jordan has made progress in implementation, through capacity development at the school and field directorates level, deployment of Learning Assistant Teachers, and adoption of a building code for the requirements of people with disabilities issued in 2018 by the National Construction Council under the Ministry of Public Works and Housing, universal design principles (UDL) for any new school construction, and strengthening of its Education Management Information System (EMIS) for further disaggregated data for evidence-based planning and implementation among other key achievements.

The reference document of the framework’s overall objective pulls together all the commitments and plans on inclusion and diversity in education in Jordan to provide a policy framework and foundations for functional and operational directions at different levels (central, field directorate, and school) so that implementation is further guided and monitored.

In this context, the reference document also serves to clarify roles and responsibilities at all levels (central, regional, field directorate, school, and community levels) and linkages between key ministries that have to coordinate with each other, such as the MoE, and Ministry of Health (MoH), Ministry of Social Development (MoSD), which have a role to play in providing needed services for children and youth, including those with disabilities in formulating public policy aimed at promoting the rights of persons with disabilities, and supporting their participation in learning, and promoting their health and well-being. The reference document of the framework also lays the foundations for future operational guidelines to be developed for the educators, stakeholders, donors and policy makers at different levels of the MoE, to mainstream inclusion into practices and implement policies through targeted measures.

¹ https://moe.gov.jo/sites/default/files/declaration_on_inclusion_and_diversity_in_education.final-26june_0.pdf

The reference document aims to foster greater system coherence, encouraging all stakeholders to view all other parties as potential collaborators, to examine their shared connections and the links between them, and to reach out accordingly.

The reference document emphasizes the roles and responsibilities of stakeholders at all levels, therefore promoting accountability of all those who are involved across the system. It also provides a roadmap with 10 key components that make an education system inclusive, and that can serve as a basis for developing detailed operational guidelines that translate high-level policy commitments into specific actions. These guidelines can be regularly updated to reflect new research, technology, and societal changes.

This reference document of the framework is targeted to a broad audience, including:

- Senior-level management and technical staff in the MoE
- Field staff in education directorates
- School principals; teachers; counselors, and support staff at the school level
- National institutes that work with the MoE , (eg. the accredited private and government centers for assessment and diagnosis)
- Education development partners, including donors, UN agencies, and international and national Non-Governmental Organizations (NGOs)
- Organizations of Persons with Disabilities (OPDs).
- line ministries that coordinate with the MoE on inclusion and diversity in education and disability inclusion, like the MoH and MoSD
- Parents and caregivers who are looking for a reference on the structures, roles, and services that are available to them and their children



The methodologies:

The methodology used to develop the reference document of the framework relied on the following:

- An extensive review of key documents, legislations, and global and national commitments.
- Broad bilateral and multilateral consultations and field visits.
- Technical oversight and support of a core team appointed by the MoE with membership from MoE (Managing Directorate for Education and Donor Coordination Unit), HCD (Directorate of Inclusive Education Plan-Mentoring), and UNESCO.
- A reference group of key partners including; UN agencies, donors, and NGOs, which was made up and consulted to provide technical inputs during the reference document of the framework development.
- The newly established Thematic Group on Inclusive Education as part of the ESP Partnership and Coordination Structure.



The Reference Document of the Framework

Overarching Principles

Ownership by All Stakeholders

This reference document of the framework promotes a collective and unified understanding of inclusion and diversity in education. Commitment to implementing the reference document of the framework should be supported by all Ministry staff from central, field directorate, and school levels, as well as by stakeholders and partners. Moreover, a whole-school approach² and ownership of the process by the school leadership and staff is central to its success.

Equity and Respecting Diversity

The Jordanian education system upholds equity, non-discrimination, and gender equality. As per the national education law, all children have the right to education and should not be excluded from or within the education system. Moreover, the education system welcomes all students and aims to promote their meaningful participation in learning.

Respecting Autonomy Through Flexibility

The reference document of the framework respects schools' autonomy and is designed to allow maximum flexibility to use across different educational settings. Therefore, it is not meant to be prescriptive; instead, it aims to keep the learner's needs at the center.

Hence, all stakeholders, at the central, field directorate, and school levels, have the responsibility to be inclusive in their policies and practices. Schools are encouraged to determine how best to use and implement this reference document of the framework and how to set their own priorities.



SECTION

The Political, Legal,
and Institutional
Framework of Inclusion
and Diversity in
Education



Relevance of the Inclusion Agenda in the Jordan Education Context

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

UN SDG No. 4

The Ministry of Education (MoE) has embarked on the implementation of an ambitious reform agenda, with improvements in access across the education system. Long-term national priorities and developmental goals are articulated in the Education Strategic Plan (2018-2025), derived from the National Strategy for Human Resources Development (HRD) (2016-2025), and grounded in the 2030 Agenda for Sustainable Development, in particular SDG 4. They are also articulated in the newly launched Economic Modernization Vision (EMV) (2023-2033), under the auspices of His Majesty King Abdullah II, in which education, from early childhood to higher education, is a key pillar. The right to education for all is at the heart of the Education Strategic Plan (ESP), which advocates for education for all regardless of status and nationality.

There are 2.6 million children under the age of 18 in Jordan, almost 30% are non-Jordanians, and 2.1 million children in schools in Jordan. The number of teachers in public schools, UNRWA, and other governmental is 102,527 (63,028 female and 39,499 male), while 42,866 work in private schools (38,231 female and 4,635 male), bringing the total of teachers to 145,393 (MoE, 2024).

Table 1. Schools in Jordan

Total	UNRWA	Other Government		Special Education	Ministry of Education			School gender
		Schools under Awqaf	Military Schools		Schools that do not have a BTEC major	Schools with BTEC specialization	Total Schools	
481	67	0	3	5	333	73	406	Female
1663	77	2	47	37	1351	149	1500	males
5569	17	0	3	3374	2091	84	2175	mixed
7713	161	2	53	3416	3775	306	4081	Total

Source: Ministry of Education, 2024

The education sector has increasingly made progress while adapting to different crises over the past decade. The Syria crisis has placed significant strains on the public education sector since 2011. Jordan has been one of the countries most affected by this crisis, hosting the second-highest share of refugees per capita in the world. More than 760,000 refugees are registered with UNHCR, predominantly from Syria, with large groups from Iraq, Yemen, Sudan, and Somalia. This is in addition to the 2.2 million Palestinian refugees registered with UNRWA in Jordan. Per the 2015 census, 79% of persons with disabilities do not receive any form of education, while statistics from the Ministry of Education confirm a more concerning issue; its figures show that the number of beneficiaries of educational services of persons with disabilities does not exceed 20,000 students. This figure constitutes 1.9% of the total number of students in Jordan, and this means that the vast majority of persons with disabilities of school age are completely outside the scope of educational institutions. If this is the reality expressed in numbers, then we are undoubtedly facing a real problem and a serious

danger. As for the COVID-19 pandemic it has increased economic pressures on vulnerable households, impacting students' attendance and learning, and increasing existing vulnerabilities. More than 200,000 students transferred from private to public schools putting additional pressure on an already strained system, resulting in more overcrowding and an increased number of double-shift classes. As of December 2022, of the 234,893 Syrian refugee school-aged children (5-17 years) registered in Jordan³, only 150,510⁴ (49% males; 51% female), or 64.1% were enrolled in formal learning. Furthermore, only 56.7% of Syrian children entered the tenth grade in 2021/2022⁵.

Despite the absorption of large numbers of refugees in Jordanian schools and the challenges faced as a result of the COVID-19 pandemic⁶, Jordan has maintained and increased access to education for both refugees and vulnerable Jordanians living in vulnerable situations that limit their educational opportunities. To address the increasing demand for education and prevent any child from being left behind, double-shift systems and remedial education programs were implemented to absorb refugees and mitigate the issue of overcrowded classrooms.

Following the reopening of schools in June 2021, these efforts contributed to a gradual recovery in the education sector.

In general, these crises have impacted the notable progress achieved by the Jordanian education sector in meeting the objectives of the Education Strategic Plan. The vulnerabilities across the country have increased post-COVID-19 crisis, impacting the education sector and hindering achievements, progress, and reforms initiated over the past years. The data available through the ESP Midterm Review (2021/22) and the Annual Report (2022) shows a steady development towards a more equitable, inclusive, and diverse education system, but also highlights remaining challenges and the importance of placing learners at the heart of the Inclusion and Diversity Education agenda. In this regard, Jordan benefits from an enabling policy environment to move towards greater inclusion and diversity in education, including several key national and international commitments related to the right to education for all.

National and International Commitments Taken by Jordan Towards Inclusion and Diversity in Education

Over the past decades, Jordan has adopted several rights-based international and national commitments that influence equitable education laws and policies to ensure the right to education for all, and for which the country is accountable in terms of monitoring and reporting. In the Constitution of the Hashemite Kingdom of Jordan (1952) there is a strong commitment to education without any form of discrimination (Article 6). A decade later, state parties including Jordan committed to eliminating and preventing discrimination within education in the UNESCO Convention against Discrimination in Education (1960). The landmark convention was followed by several UN conventions, such as the Convention on the Rights of Persons with Disabilities (Article 5) and the Convention on the Elimination of all Forms of Discrimination Against Women (Article 2), both stressing that discrimination is prohibited.

In addition to these international commitments, the Hashemite Kingdom of Jordan, as the duty-bearer for ensuring the Right to Education, has adopted a series of national laws as mentioned in Table 2. These national and international conventions, commitments, strategies, and plans are compiled in the Jordan Compendium of National and International Commitments on the Equal Rights of All Children to Quality Education in Inclusive and Child-Friendly Settings (MoE and UNESCO, 2023)⁷.

3 UNHCR data of registered Syrian refugee school-aged children as of December 2022

4 MOE EMIS data as of 2022/2023/ academic year

5 MOE EMIS data as of 2022/2023/ academic year and UNHCR data of registered Syrian refugee school-aged children

6 Between 15 March 2020 and the end of June 2021, kindergartens, schools, and universities in Jordan were completely closed for 323 days, despite the significant number of refugees enrolled in Jordanian schools and the challenges and trauma they experienced.

7 MoE and UNESCO, 2023. Compendium of National and International Commitments on the Equal Right of All Children to Quality Education in Inclusive and Child-Friendly Settings.

Table 2. Global and national commitments of Jordan towards inclusion and diversity in education

Global Commitments Endorsed by Jordan	National Commitments
<ul style="list-style-type: none"> • UNESCO Convention against Discrimination in Education (1960) • UN Convention on the Rights of the Child (1989) • Education for All (EFA) process (1990) and the Dakar Framework for Action (2000) • Salamanca Statement and Framework for Action (1994) • Millennium Development Goals (2000) • UN Convention on the Rights of Persons with Disabilities (2007) • SDG4-Education 2030 Framework for Action (2015-2030) 	<ul style="list-style-type: none"> • National Education Law (1994) with its later addendums • National Law on the Rights of Persons with Disabilities (2017) • Education Strategic Plan (2018-2025) • National Policy to Ensure the Rights of People with Disabilities in Jordan (2020-2030) • 10-Year Strategy for Inclusive Education (2020-2030) • Roadmap Towards Capacity Development for System Strengthening – Inclusion and Diversity in Education in Jordan (2021) • Jordan Declaration on Inclusion and Diversity in Education (2022) • National Statement of Commitment for the UN Transforming Education Summit (2022) • Economic Modernization Vision for the Hashemite Kingdom of Jordan with an Education Sector Vision for 2033.

To implement these international and national commitments, Jordan has adopted key policy documents, targeting greater inclusion and diversity in the education sector in Jordan.

Compulsory Education – What Does It Mean?

Compulsory education in Jordan means it is the obligation of relevant government ministries, departments, directorates, and communities to provide free basic education and ensure compulsory admission, attendance, and completion of education to every child in the six to sixteen age group (Law Insider, 2022).

It is compulsory for parents to make sure their children go to school every day. This is their legal responsibility.

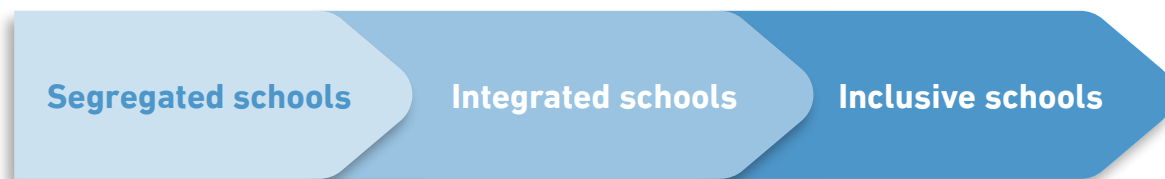
- Children must go to a school and attend all of their classes every day that is the school is open unless a child is sick or has another valid reason for being absent.
- Children must be enrolled and going to school by the age of 6.
- Children must go to school until they are 16 years old (and/or have passed grade 10).

It is therefore the responsibility of the Ministry of Education, Field Directorates, schools, and parents to implement the law.

In accordance with Provisional Education Act No. 27 (1998), primary and lower secondary education (grades 1 to 10) is free and compulsory for all children between 6 and 16 years of age. Under the leadership of the MoE, Jordan's education system operates at pre-primary (Kindergarten 2), basic (Grade 1-9), secondary (Grade 10-12), and vocational (Grade 10-12) levels covering over 2.2 million students. This includes education services (KG2 to G12) provided by the MoE to Syrian children living in the Zaatari, Azraq, and Mrajeeb Al Fhood refugee camps. There is a commitment in the Jordan Compact of the Government of Jordan and the international donor community to ensure all refugees can benefit from the same quality education as Jordanians. This is addressed by the MoE for instance through their Accelerated Access Initiative (AAI).

Adopted Concepts in Jordan and Progress Toward Inclusion and Diversity in Education

From Special Education to Inclusive Education



The concepts of integrated education and special education – or special schools – and why these are not the same as inclusion and diversity in education (UNESCO, 2022):

Segregation – Special and Regular Schools

Special education creates separate education systems for different types of learners (e.g., special schools for people with disabilities, or special units or classes within regular schools). Special schools and units offer learners with disabilities a chance to receive an education, but they perpetuate segregation. Often, special schools risk violating other important rights. For example, residential special schools violate a child's right to stay with their family and to grow up with their siblings and peers; or these may be places where the right to freedom from abuse is violated.

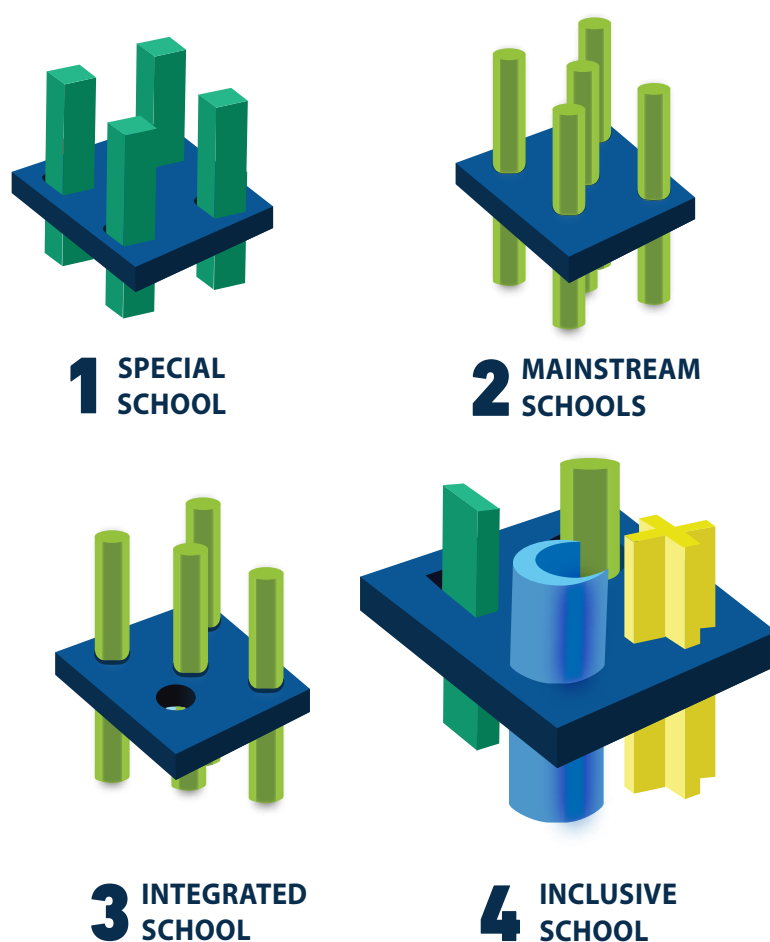
Integration

Integrated education focuses on getting learners from marginalized groups (e.g., learners with disabilities) into mainstream schools. However, integrated education tends to focus on the learner's condition as being the cause of their exclusion (i.e., somehow it is the learner's fault that they are not learning). So, the solution in integrated education is to try to change or 'cure' the learners so that they can fit into the existing education system. With an integrated education approach, the education system itself does not change, and therefore learners in the future may still face exclusion. This differs from inclusion and diversity in education, which focuses on changing the education system.

Inclusion and Diversity in Education

Ultimately, inclusion and diversity in education is more than just making sure that all children and youth are enrolled in and attend schools. It is also about ensuring that all learners are participating and learning, and that they are achieving to the best of their abilities. Inclusive schools focus on ensuring that all learners are developing physically, socially, emotionally, and cognitively. Efforts to realize inclusion and diversity in education are part of an ongoing process. It is not enough to ensure that all children and youth are welcomed and can access school – that is merely the first step. What is also necessary is to make sure that everyone is actively joining in lessons and other activities and feeling a sense of achievement. If this is not achieved, there is a risk that some learners will stop coming to school again, because they or their parents think that school is a waste of time.

Figure 1. The difference between inclusion, integration, segregation, and exclusion



Source: Ministry of Education and UNESCO (2023) - Practical Manual for Facilitating and Cascading Inclusion & Diversity in Education.

In a series of technical workshops held during 2021, senior officials from the MoE, the HCD, and key development partners agreed on the following definition for the Hashemite Kingdom of Jordan on Inclusion and Diversity in Education, which was then endorsed together with a list of 10 groups of children most vulnerable to exclusion from and within education through the Jordan Declaration on Inclusion and Diversity in Education detailed in the previous section.

Definition of Inclusion and Diversity in Education

Systems, political will, and commitments by all key partners and stakeholders are in place to guarantee that all students regardless of their gender, abilities, disabilities, backgrounds, and circumstances have equal and equitable access to quality education in their home or host communities, with learning environments that embrace diversity and support their participation and achievements towards reaching their full social, emotional, physical, and cognitive potentials.

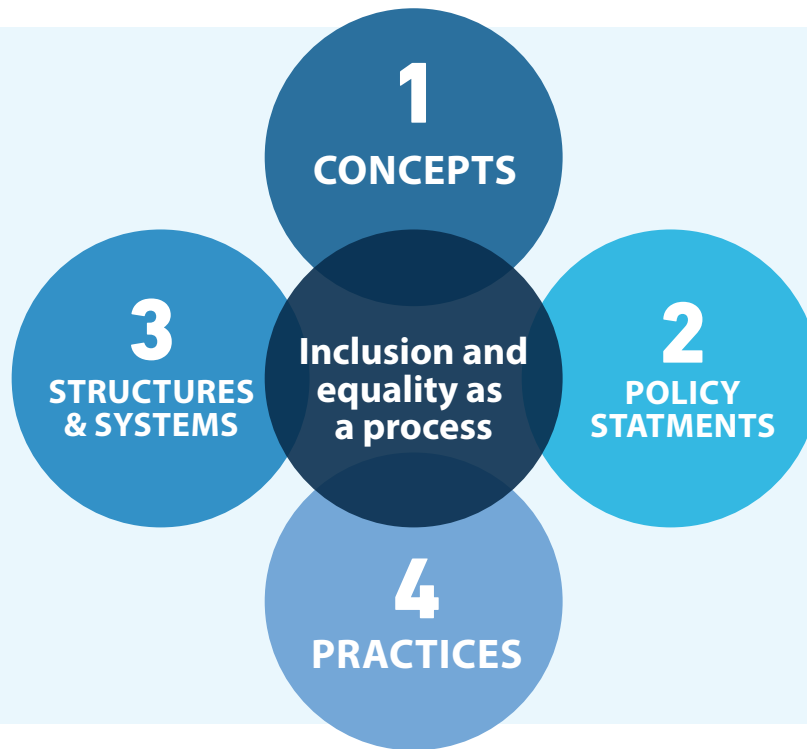
The definition is further explained through the six thematic fields outlined below to ensure that it informs action toward inclusion and diversity in education.

- 1. Access:** All students are welcomed in their neighborhood, or nearby schools and are enrolled and attend age-appropriate, regular classes and are supported to learn, contribute, and participate in school activities, and have their psycho-social needs addressed.
- 2. Environment:** Develop and enhance schools, classrooms, virtual learning environments, and activities based on universal design principles so that all students are enabled to reach their full individual and collective potential.
- 3. Participation:** All students are welcomed and supported to express their opinions, participate in all school activities, and receive responses to their diverse needs and strengths in ways that are responsive, accepting, and respectful.
- 4. Management:** Education officials, school management, teachers, and other school staff are enabled and empowered to work individually and collectively in supporting all students toward reaching their full potential and contributing to their families, communities, and the wider society.
- 5. Professional development:** All education officials, school management, teachers, and other school staff have access to relevant, quality pre- and in-service professional development oriented towards increased inclusion and diversity in education.
- 6. Commitments:** The government of the Hashemite Kingdom of Jordan has committed to the UN Sustainable Development Goals. As per SDG No. 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Jordan has signed on to develop an education system of high quality that is inclusive and equitable for all.

Commitments to Action

Developing policies and practices that are inclusive and equitable requires the recognition that students' difficulties arise from aspects of the education system itself, including how education systems are organized, the forms of teaching that are provided, the learning environment, and the ways in which students' progress is supported and evaluated (UNESCO, 2017). Those are some of the elements that the reference document of the framework touches upon to ensure that it not only addresses the needs of all children, but also addresses the following four key dimensions for an inclusive education system: Concepts; Policies; Structures and Systems; and Practices.

Figure 2. Four key dimensions for an inclusive education system



Source: UNESCO 2017, Guide for Ensuring Inclusion and Equity in Education

Jordan's policy commitments to reach a more inclusive and diverse education system are outlined in the Jordan Declaration on Inclusion and Diversity in Education and aim to advocate for and work jointly towards putting learners' inclusion and diversity at the heart of education post-COVID-19 and to address the 'Transforming Education Agenda'. The commitments were presented in nine key components, including strengthening the system, aligning legal frameworks to support equitable, effective, innovative, and sustainable funded programs, expanding inclusion and diversity in education, removing barriers to further inclusion and diversity, and continuing to enhance implementation and monitoring in alignment with national and international commitments. (Refer to Table 2)

10 Groups of Children Most Vulnerable to Exclusion from and Within Education

Inclusion and diversity in education goes beyond integrating children with disabilities. It focuses on ensuring that the Jordanian education system equally accommodates all children and youth, guaranteeing their access to quality education in their native or host communities. Through a consultative process that led to the adoption and signing of the Jordan Declaration on Inclusion and Diversity in Education (2022), a comprehensive list of 10 groups of children vulnerable to exclusion and marginalisation in education was identified (alphabetically listed in English).

As such, this reference document of the framework for Inclusion and Diversity in Education captures this broader definition of inclusion and the vulnerabilities of the different groups, by providing an procedural definition for each of these ten groups most vulnerable to exclusion from and within education allowing the education system to adapt and respond to their varying requirements.

<p>1. Children affected by drugs and substance abuse</p> <p>This group includes children who use drugs themselves or live in families where parents or siblings abuse drugs or misuse prescribed medications.</p>	<p>2. Children experiencing gender inequality</p> <p>This group comprises boys and girls who experience various forms and causes of gender inequality (e.g., early marriage, child labour, gender-based violence, etc.). It also stresses the importance of mainstreaming gender equality across all other groups by ensuring data disaggregation and addressing differing needs by gender.</p>
<p>3. Children from ethnic, language, and social minorities</p> <p>This group includes non-Jordanian students, excluding refugees from Syria, Iraq, and Yemen, as well as stateless individuals (e.g., "Bidoon"). These are groups that face challenges integrating into Jordanian society due to social norms and specific cultural factors.</p>	<p>4. Children from low-income backgrounds</p> <p>This group includes children living in poverty pockets across Jordan who benefit from school feeding programmes. These children are particularly at risk of dropping out or being unable to access education.</p>
<p>5. Children suffering from neglect, abandonment, and abuse, including orphans</p> <p>This group refers to children exposed to violence, and/or children living in orphanages, and/or abandonment children</p>	<p>6. Children who are under-stimulated and disengaged (including first-generation learners, children who are not supported by their families, and those who are often referred to as 'gifted' and 'talented')</p> <p>This group includes gifted and/or high-achieving students and children from uneducated families who lack motivation or support for learning.</p>

<p>7. Children with disabilities⁸</p> <p>The Hashemite Kingdom of Jordan Law No. (20) for the Year 2017 Law on the Rights of Persons with Disabilities Act (Article 3)</p> <p>Person with disability:</p> <p>A person who has long-term physical, sensory, intellectual, mental, psychological or neurological impairment, which, as a result of interaction with other physical and behavioral barriers, may hinder performance by such a person of one of the major life activities or hinder the exercise by such person of any right or basic freedom independently.</p> <p>An impairment will be considered of a long-term nature if the impairment is not expected to disappear in at least (24) months from the date of commencement of treatment or of rehabilitation.</p> <p>Physical obstacles and behavioral barriers include lack or absence of reasonable accommodation or accessible formats or accessibility, and also include individual behaviors and discriminative institutional practices on the basis of disability.</p> <p>Major life activities include the following:</p> <ul style="list-style-type: none"> - Eating, drinking, administering, self-care, reading and writing. - Movement and mobility. - Interaction and concentration, expression and verbal, visual and written communication. - Learning, rehabilitation and training. - Work. 	<p>8. Institutionalized children and children without freedom of movement</p> <p>This group refers to children who are detained, convicted, or whose movement is restricted (juveniles).</p> <hr/> <p>9. Out-of-school children (OSC)</p> <p>This group consists of children who dropped out of school, never enrolled in formal education, and street and working children</p> <hr/> <p>10. Refugee, returnee, and unregistered children</p> <p>This group refers to refugee children holding refugee cards, including Syrian, Iraqi, and Yemeni children. It also includes unregistered children, meaning those who were not registered at birth or may have been registered in another country.</p>
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⁸ Including children with learning difficulties

SECTION

Jordan Policy Principles:
10 Key Components to
Transform Commitments
into Action

Why an Inclusive Education System?

There are three main justifications for inclusive education systems (UNESCO, 2020):

- **An educational justification.** The requirement for schools to educate all children together means that they have to develop ways of teaching that respond to individual differences and that therefore benefit all children. Child development can also be enhanced: having access to inclusive, diverse, and stimulating environments is a factor in human development, particularly in terms of neuroplasticity.
- **A social justification.** Inclusive schools intend to change attitudes by educating all children together; this forms the basis for a just and non-discriminatory society.
- **An economic justification.** Studies have shown it is less costly to establish and maintain schools that educate all children together than to set up a complex system of different types of schools specializing in particular groups of children. In addition to this, quality inclusive education can lead to an increase in workforce productivity: if both children and youth with, and without, disabilities are able to complete their education and find career placements, they will be able to contribute positively to the economy.

Determine Scope of Work to Implement the Procedures

Developing policies and practices that are inclusive and equitable requires the recognition that students' difficulties arise from aspects of the education system itself, including the ways in which education systems are organized, the forms of teaching that are provided, the learning environment, and the ways in which students' progress is supported and evaluated (UNESCO, 2017). Those are some of the elements that the reference document of the framework touches upon to ensure that it not only addresses the needs of all children, but also addresses the following four key dimensions for an inclusive education system: Concepts; Policies; Structures and Systems; and Practices.

The adopted definition of inclusion and diversity in education in the Jordanian context along with its underlying six thematic themes (elaborated under Section 3) provides a strong foundation for creating this shared understanding, and subsequent coordinated and unified action. To implement the "policy commitments" outlined in the Jordan Declaration, 10 components of action (Figure 3) will ensure the policy environment and operational prerequisites to make the education system in Jordan more inclusive.

These 10 components are interdependent, requiring coherent and coordinated action across all to achieve Jordan's vision for inclusion and diversity in education. Staff from the Ministry and field directorates, along with national and international development partners, civil society, and research institutions, must understand how these components interact and influence each other. This understanding will help guide actions that support the development of more inclusive education systems.

Figure 3. Ten key components to make an education system inclusive



Effective Monitoring and Evaluation

This component is a proactive tool that helps to target funding, improve the quality of teaching, and improve data collection techniques, responsible for improving and developing the the educational process towards the quality of education for all students according to specific standards and indicators at the three administrative levels (central, field directorate, and school).

Promoting Positive Attitudes within Society (Including in Schools, Communities, and Home)

This component encourages community members to actively participate in the school environment. It also emphasizes parental involvement by fostering collaboration between parents and the school to support learners. Additionally, it promotes positive societal attitudes and engages with diverse cultures and practices.

Collaborating with Parents, Caregivers, and Communities

This component highlights the need for effective collaboration and communication with parents, caregivers, and the community to raise awareness about inclusive education and the vulnerable groups of children excluded from or within the Jordanian education system. It supports learners' education by involving all stakeholders in working toward a common goal and shared vision of inclusion and diversity in education.

Financing Inclusion

This component views funding as an essential part of the inclusive system, emphasizing the importance of targeting spending effectively and appropriately allocating human and physical resources. Inclusive education, including disability inclusion programs, requires funding from the national education budget. A unified budget guided by an inclusive approach to fund all education programs fosters collaboration and knowledge sharing among various directorates and departments within the Ministry of Education (MoE).

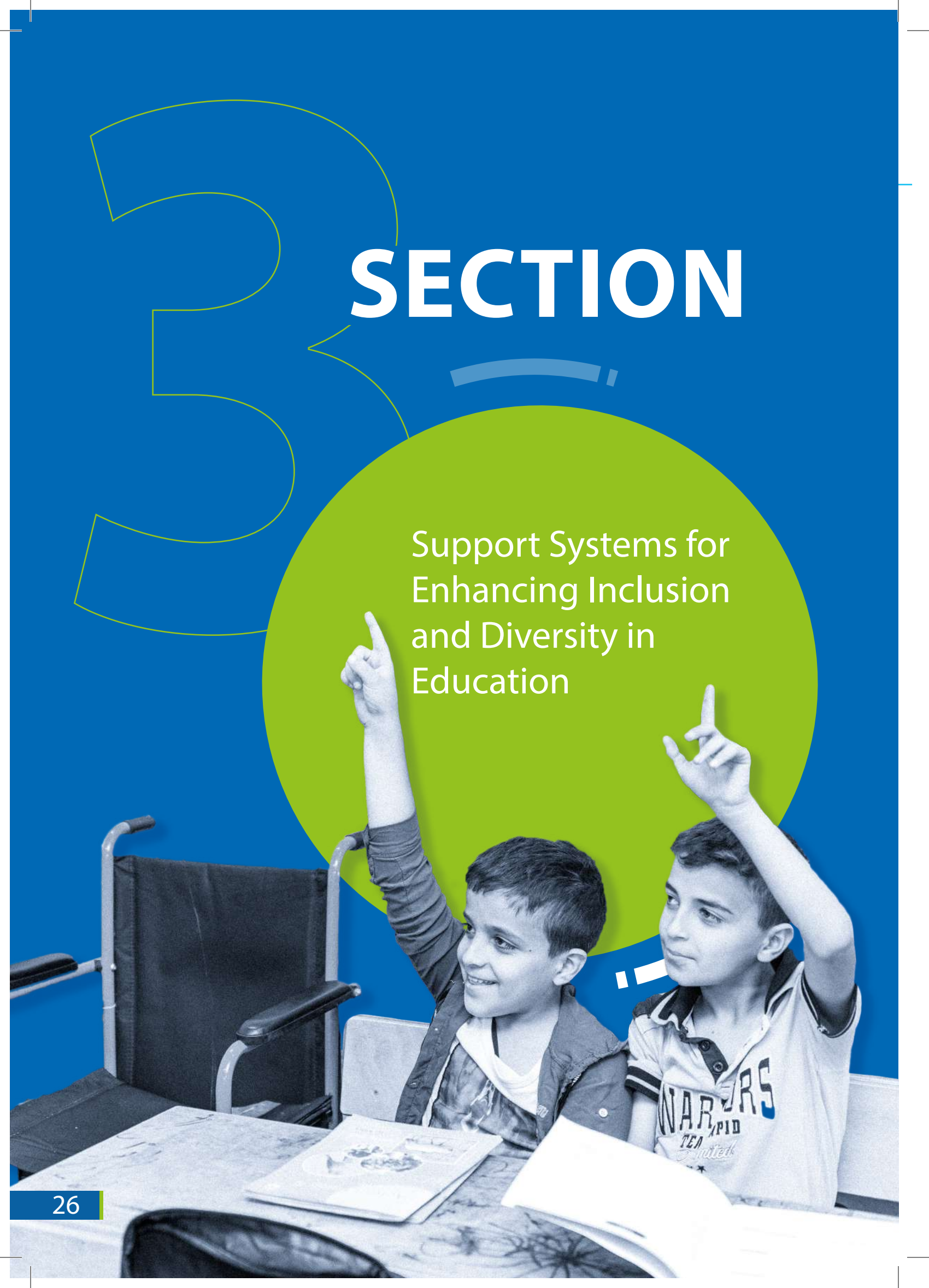
Realizing the Potential of Digital (and Non-Digital) Technologies

This component calls for increased efforts and resources to fund assistive classroom technology and distance learning tools, ensuring that marginalized learners have the opportunity to benefit from inclusive, technology-enabled education while receiving quality content. Special attention must be given to ensuring equitable access that meets the diverse needs associated with different disabilities.

Source: UNESCO, 2021

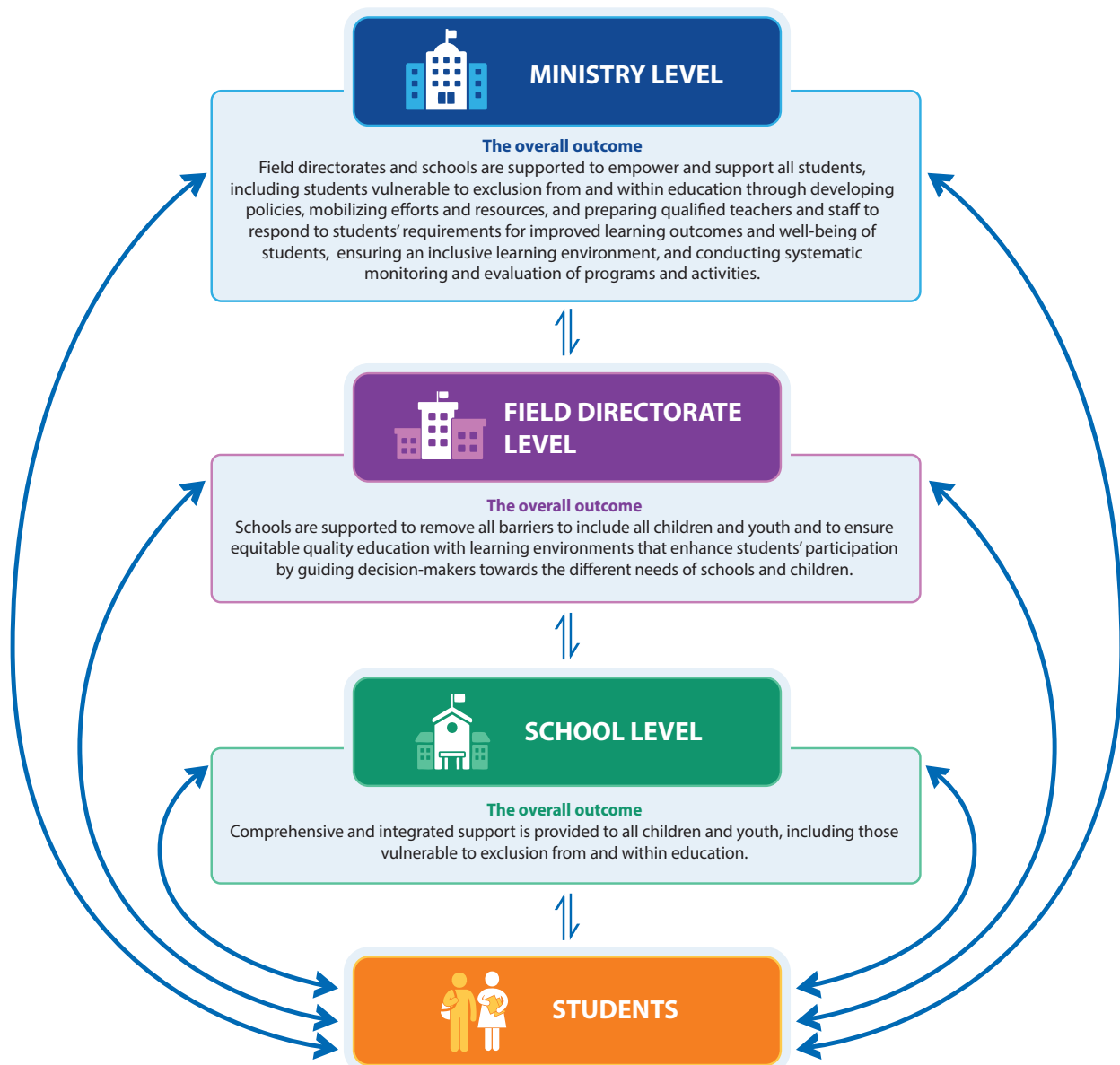
SECTION

Support Systems for
Enhancing Inclusion
and Diversity in
Education



Structures, Roles, and Responsibilities of the Education System to Implement Inclusion and Diversity in Education

Figure 4. Structures supporting inclusion and diversity at the ministry level/ school level of the education system in Jordan



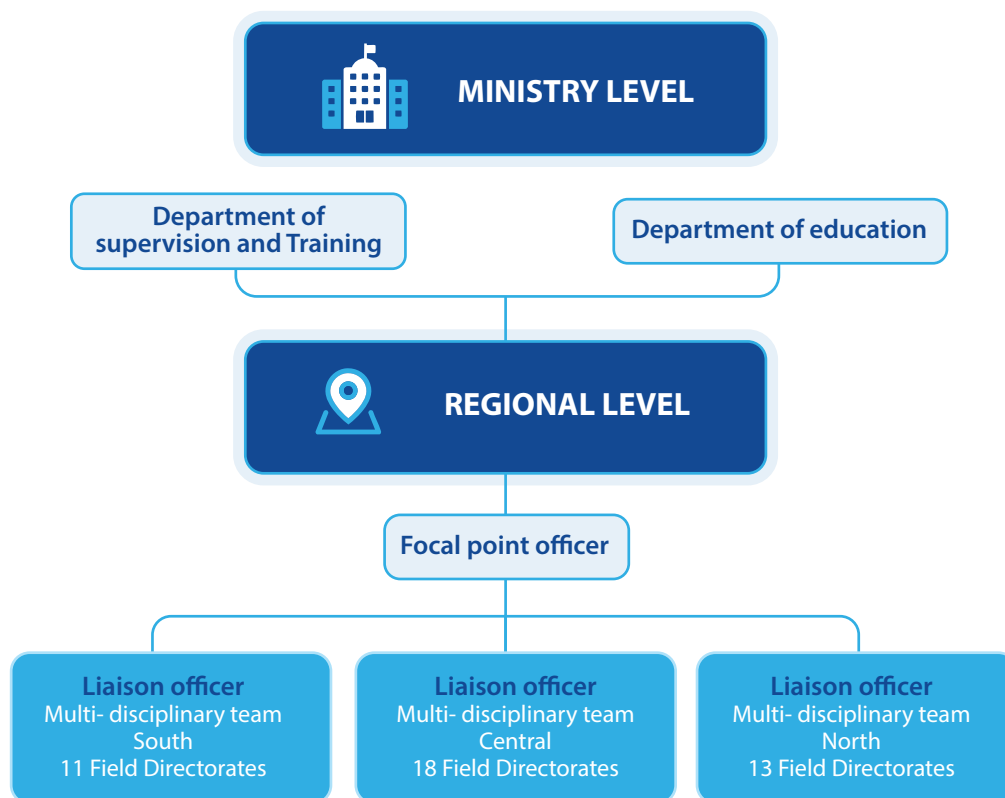
Organizational Structure for Implementing Inclusion and Diversity in Education

The following section describes and details the structures, roles, and responsibilities at the central, field directorate (FD), and school levels of the education system in Jordan with respect to inclusion and diversity in education. The information in this section was collected from interviews and consultations held with different entities and stakeholders and relied on official terms of reference and job descriptions received from the Managing Directorate of Human Resources Management of the MoE. Figure 4 summarizes the main structures and positions in the education system that support the implementation of inclusion and diversity in education.

1. Roles and Responsibilities at the Central Level to Implement Inclusion and Diversity in Education

Some support can only be given on a national level as it will require specialized resource persons. It is managed at the central level, either through the MoE, MoH, MoSD, or through other related ministries. It can also be managed through the Higher Council for the Rights of Persons with Disabilities (HCD), through Jordanian and international universities and other teaching and research institutions, or in cooperation with or through national and international development partners. It is important to underline the importance of linking education with the social assistance system to provide comprehensive and complementary support to vulnerable learners.

Figure 5. Structures supporting inclusion and diversity at the Ministry level



The overall outcome of national support for inclusion and diversity in education:

Field directorates and schools are supported to empower and support all students, including students vulnerable to exclusion from and within education through developing policies, mobilizing efforts and resources, and preparing qualified teachers and staff to respond to students' requirements for improved learning outcomes and well-being of students, ensuring an inclusive learning environment, and conducting systematic monitoring and evaluation of programs and activities.

Figure 6 shows the general mandates of the Managing Directorate for Education and its different divisions and departments, which act as the lead focal point for inclusion and diversity in Education. This is followed by the detailed roles and responsibilities at the central level. The overview of mandates can also be found in Annex 5.

Figure 6. Overview of the mandates of the Managing Directorate for Education with respect to inclusion and diversity in education

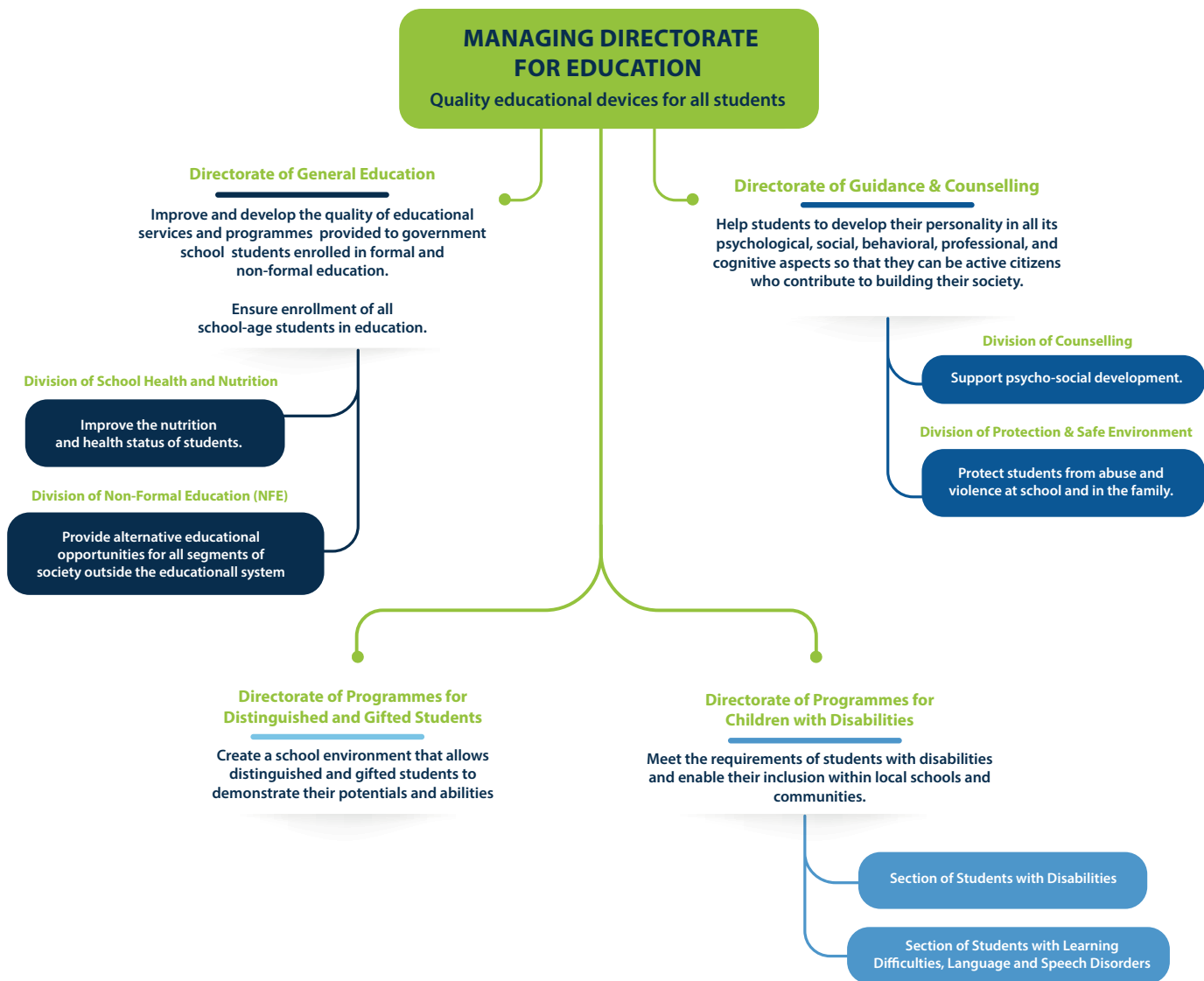


Figure 7. Educational Affairs Managing Directorates and Divisions

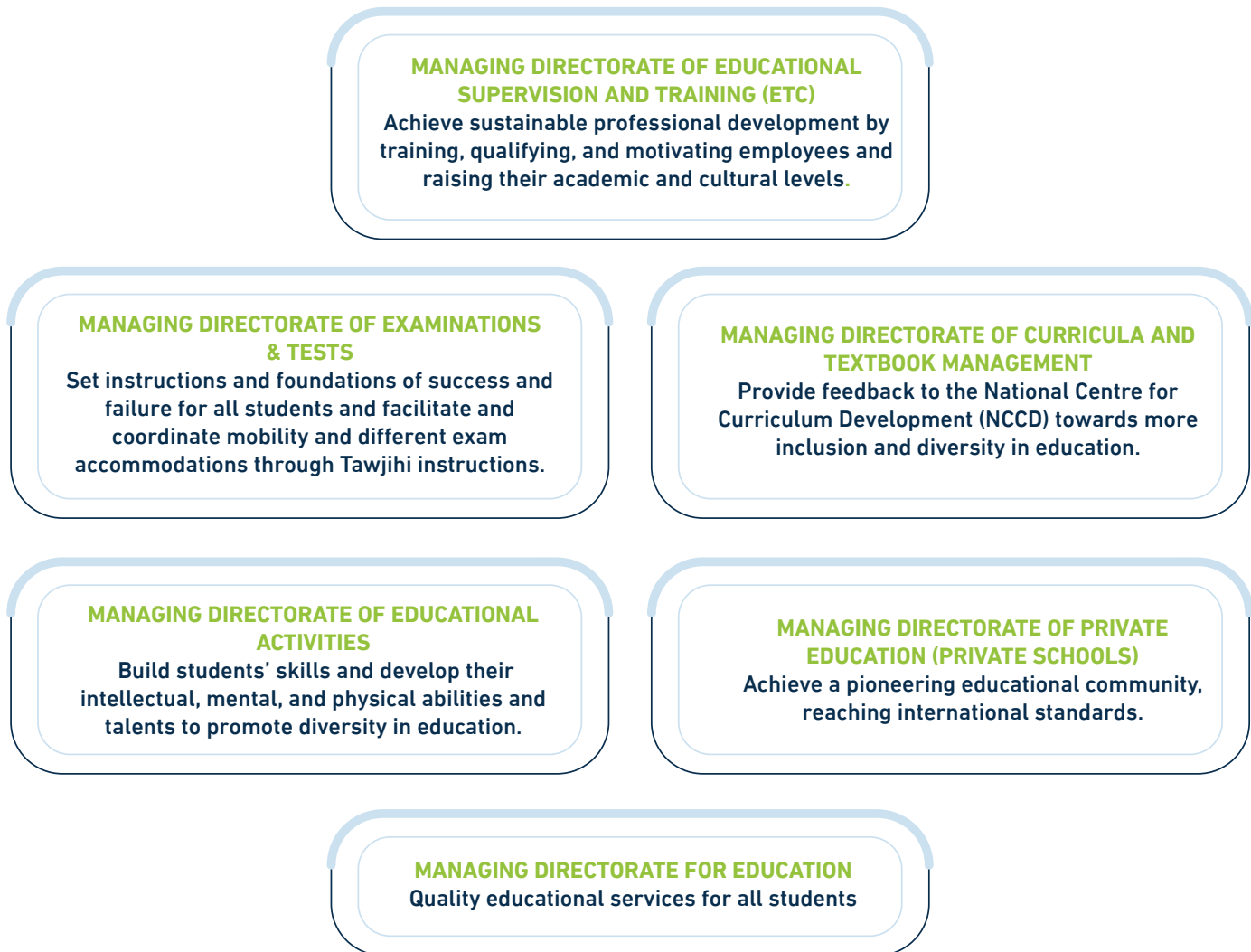


Figure 8. Ministry of Education - Administrative and Financial Affairs Managing Directorates and Divisions

MANAGING DIRECTORATE OF SUPPLIES AND PROVISION

Plan, organize and implement the necessary operations to provide schools, directorates, and the Ministry with the needs of various supplies and equipment, consulting and non-consulting services, and transportation.

MANAGING DIRECTORATE OF QUEEN RANIA CENTER FOR EDUCATION AND INFORMATION TECHNOLOGY (QRC)

Manage the EMIS system in Jordan

MANAGING DIRECTORATE OF BUILDING MANAGEMENT AND INTERNATIONAL PROJECTS (SCHOOL BUILDINGS)

Implement school construction, renovation, and maintenance.

MANAGING DIRECTORATE OF EDUCATIONAL PLANNING AND RESEARCH

Formulate policies based on information, human and financial systems, which are then translated into strategic plans.

MANAGING DIRECTORATE OF LEGAL AFFAIRS

Make sound decisions that achieve equity and equality in accordance with the legislation and laws in force in the Kingdom.

EDUCATION QUALITY AND ACCOUNTABILITY UNIT (EQUA)

Improve and develop the educational process towards quality of education for all students according to specific standards and indicators at the three administrative levels: schools, FDs, and MoE.

DEVELOPMENT COORDINATION UNIT (DCU)

Ensure coordination between internal and external bodies of the MoE towards greater inclusion and diversity in education.

MANAGING DIRECTORATE OF HUMAN RESOURCE MANAGEMENT

Enable MoE and related institutions to attract and qualify the necessary competencies.

OTHER NATIONAL ENTITIES/ STAKEHOLDERS	ROLES AND RESPONSIBILITIES
HIGHER COUNCIL FOR THE RIGHTS OF PERSONS WITH DISABILITIES (HCD)	<ul style="list-style-type: none"> • Four central roles: <ol style="list-style-type: none"> 1. Policy development and review 2. Capacity building 3. Development of accreditation standards 4. Monitoring and evaluation • Monitor the status of the rights of persons with disabilities in the Kingdom, vis-a-vis the Law and the CRPD. Produce an annual report to that effect. • Technical focal point and national resource for all components related to disability. • Providing technical support to create pilot projects, that can be replicated by national institutions and assist national institutions in becoming more disability-inclusive in policies and programming. • Issue identification cards for persons with disabilities, which replace the medical report for Jordanian students with disabilities, when needed for services such as health insurance, applying to the Civil Service Bureau, university discount, etc.^{9 10} • Follow up on applying standards that improve the quality of services and programs.
MINISTRY OF SOCIAL DEVELOPMENT (MOSD)	<ul style="list-style-type: none"> • Gradually develop the role of centers for community and cultural activities and towards meeting the requirements of all children, and to be a welcoming, safe, and supportive environment for diversity and for students with disabilities to support their inclusion in schools and society. • Manage 26 inclusive day centers for persons with disabilities (without sleep accommodation) which provide the following services: <ul style="list-style-type: none"> - Early intervention (home or center) - Community-based rehabilitation (removal of barriers) - Mentorship program to change attitudes towards acceptance and provide guidance - Empowerment of persons with disabilities (e.g., self-management skills) - Vocational training and preparation for the labor market - Support services: centers provide physiotherapy, occupational and speech therapy sessions, and a special education specialist. • Manage 30 Early Intervention Units that provide family support. • Manage maintenance centers for the restoration and maintenance of devices and equipment.

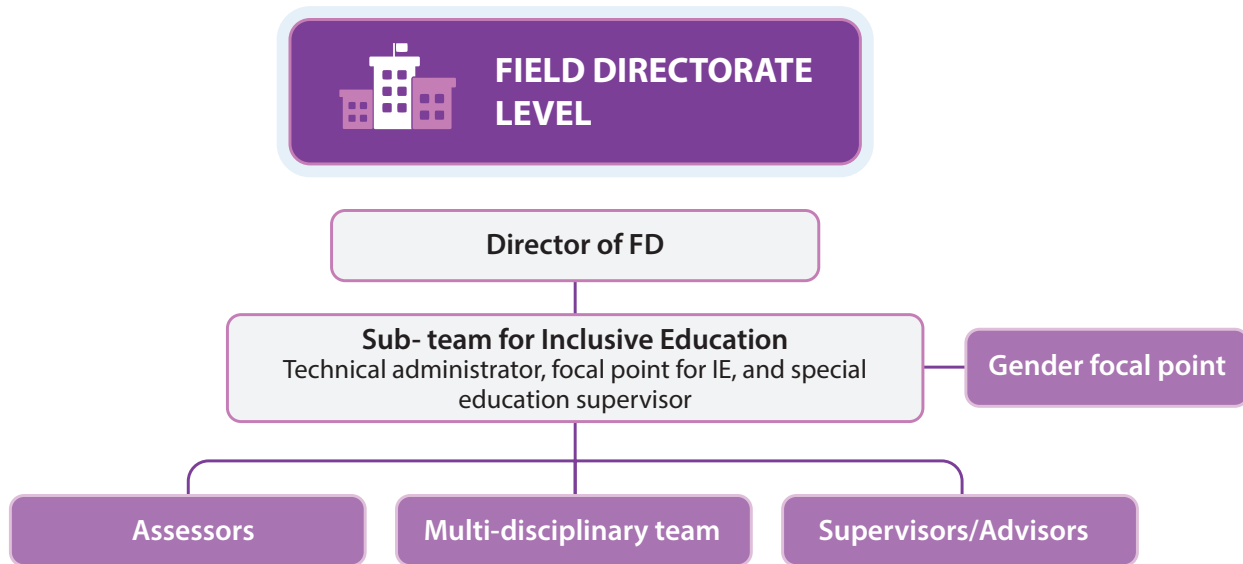
9 Link to apply for an identification card for persons with disabilities: <https://www.hcd.jo/>

10 Link to verify obtaining the corporate identification card: <http://checkdata.hcd.gov.jo/>

OTHER NATIONAL ENTITIES/ STAKEHOLDERS	ROLES AND RESPONSIBILITIES
<p>MINISTRY OF PUBLIC HEALTH (MOH)</p> <p>Directorate of People with Disabilities and Mental Health</p>	<ul style="list-style-type: none"> • Accredite other government entities, universities, and private institutes to conduct diagnostic services. • Conduct student health profiles: a comprehensive medical examination for first-grade students (clinical examination) and vaccination are conducted according to the national vaccination program in health centers for government school students. Periodic clinical examinations are also conducted for 4th, 7th, and 10th grade students. If a student feels any symptoms, laboratory medical tests are performed, or they are referred to specialized clinics. Private school students are also monitored for comprehensive medical examination and vaccination services in private schools by doctors contracted with the schools. • Provide physiotherapy services for children, e.g., for children with physical impairment and cerebral palsy. • Maintain regular coordination and communication with the Department of General Education and Student Affairs of the MoH.
<p>ACCREDITED PRIVATE AND GOVERNMENT CENTERS FOR ASSESSMENT AND DIAGNOSIS</p>	<ul style="list-style-type: none"> • Provide diagnostic services for children with disabilities, and/or issue an identification card for Jordanian students. • Conduct a comprehensive evaluation of students with regard to their mental, cognitive, psychological, and educational abilities – Provide comprehensive Psychological Evaluation Reports. • Issue certified educational reports explaining the assessment case-by-case with recommendations by a team of specialists. • Manage and facilitate mobile caravans/centers to reach out to all schools and students.
<p>MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH (MOHESR)</p>	<ul style="list-style-type: none"> • Conduct research, generate data, and disseminate knowledge related to education broadly, and more specifically inclusion and diversity in education. • Provide diplomas in education and teaching. • Provide pre-service training for MoE teachers (University of Jordan, the Hashemite University, Yarmouk University, and Mu'tah University). • Implement the policy on admissions of students in universities. • Ensure the accreditation and quality assurance of higher education programs related to education and teaching in order to improve the graduates' qualifications (based on the National Qualifications Framework) for improved pre-and in-service training programs.

2. Roles and Responsibilities at the Field Directorate Level to Implement Inclusion and Diversity in Education

Figure 9. Structures supporting inclusion and diversity at the MoE level



The overall outcome of field directorate support for inclusion and diversity in education:

Schools are supported to remove all barriers to include all children and youth and to ensure equitable quality education with learning environments that enhance students' participation by guiding decision-makers towards the different needs of schools and children.

EDUCATION FIELD DIRECTORATE KEY POSITIONS	ROLES AND RESPONSIBILITIES
Education Supervisor/ Advisor	<ul style="list-style-type: none"> • Contribute to increasing students' attainment level by improving the professional performance of schools and educational supervisors/advisors in the field directorate and contributing to the intellectual, scientific, and social development of students by creating an appropriate school environment. • Participate in the development of the department's annual plan. • Support new employees to implement standard operating procedures according to applicable laws, regulations, and instructions at the MoE. • Build, update, and analyze databases for the network of schools under their supervision. • Provide technical support to the school network and teachers. • Support establishing and operating professional development workshops for teachers. • Support the development of new educational strategies and support curricula modifications or accommodations when needed. • Participate in school test assessment and student achievement results, and provide feedback about the progress achieved to the department head. • Participate in performance evaluation of subject-matter supervisors/ advisors and general supervisors/ advisors in the field directorate. • Support the establishment of professional learning communities. • Develop detailed daily and monthly periodic reports on the educational situation in the schools' network to develop and improve the educational process. • Participate in amending and developing visit models for all topics and supervisory components to become comprehensive and cover all skills and measure aspects of teacher performance. • In cooperation with the Assessors below, supervisors/advisors can: <ol style="list-style-type: none"> 1. Provide high-quality technical support to schools and teachers in responding to accountability reports and the results of the school's self-review. 2. Provide technical support to school principals and development teams in including the school's needs for inclusive learning in the school development plan. 3. Follow up on the implementation of inclusive education activities in schools and provide the needed technical support to teachers' development teams.
Special Education Supervisor/ Advisor ¹¹	<ul style="list-style-type: none"> • Manage the multidisciplinary teams, that focus on disability inclusion, and coordinate the tasks of the team members; responsible for evaluation, writing reports, monitoring needs, and sending them to the MoE to ensure providing needed support and services to students with disabilities (in case the Directorate of Education is unable to provide them), as well as referring all students for diagnosis, follow-up, and assessment. This is done through the specific tasks: • Coordinate evaluation for students with disabilities. • Transfer students with disabilities to nearby schools. • Establish relationships with institutions and associations and disseminate information about available services for the inclusion of students with disabilities in schools. • Write the psychological-educational evaluation report in cooperation with the multidisciplinary teams and determine students' needs. • Implement awareness-raising sessions at the local community level on issues related to special needs education and disabilities.

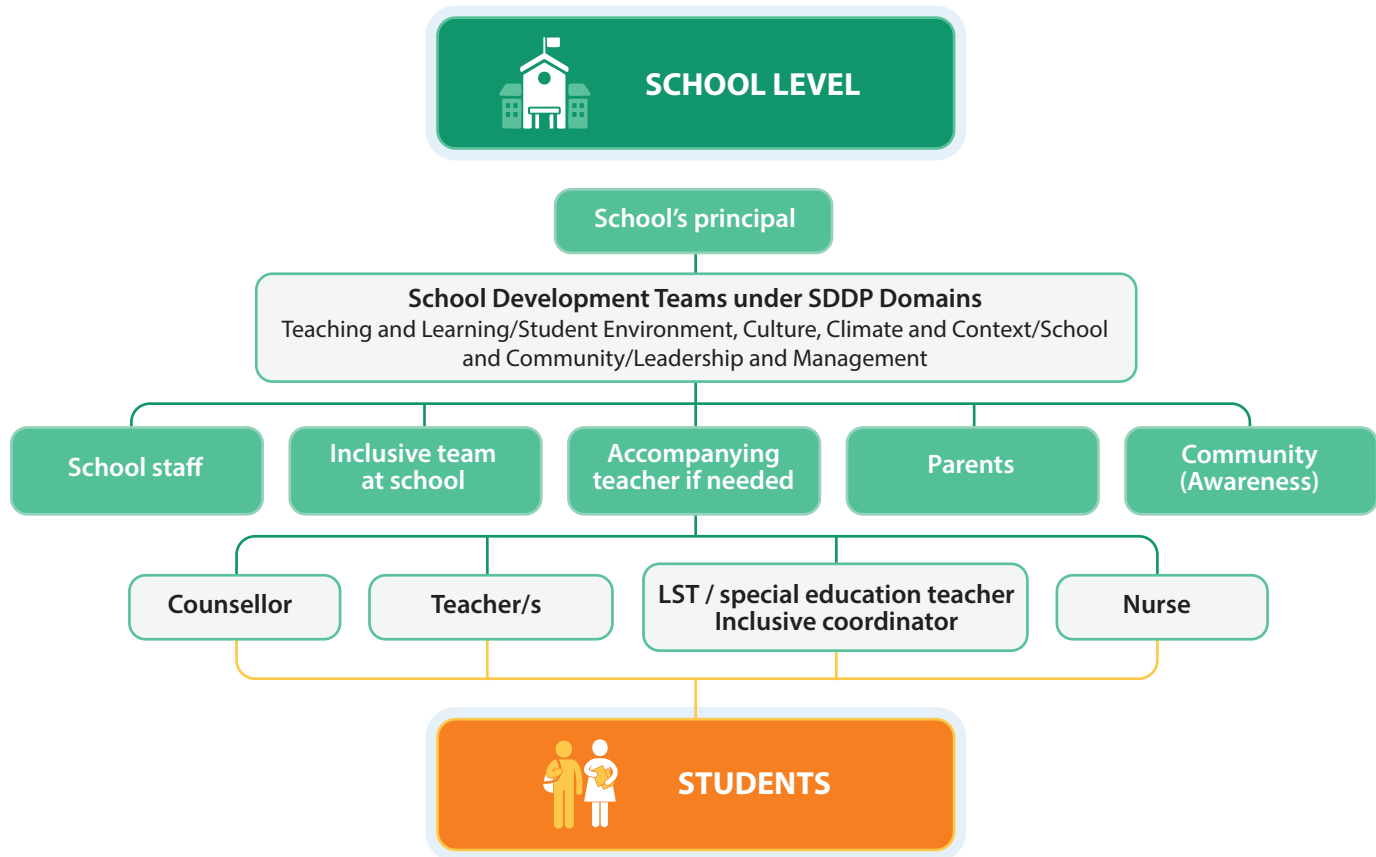
11 Operational Handbook for Inclusive Education, Mercy Corps and MoE (2019).

EDUCATION FIELD DIRECTORATE KEY POSITIONS	ROLES AND RESPONSIBILITIES
	<ul style="list-style-type: none"> • Send to the MoE accessibility needs that are not available to students at school, such as rehabilitation and assistive devices. • Send the psychological-educational assessment report to the school's IE coordinator. • Follow up continuously with the IE team at the school level by attending classes and reviewing reports to ensure that inclusion is implemented correctly according to plans. • Coordinate with specialists to provide/assign therapists to provide rehabilitation sessions. • Attend IEP meetings as needed, and based on the schedule of school visits. • Provide continuous follow-up and evaluation of the diagnosis process, student registration, and follow-up with the multidisciplinary team.
<p>Multi-Disciplinary Teams (see the seven positions under Section 3)</p>	<ul style="list-style-type: none"> • Support inclusive education processes inside schools by facilitating the learning of students with disabilities (including learning difficulties), ensuring participation and interaction of the students, and providing them opportunities to improve their abilities. • MDT members work together, each according to their specialty, through regular coordination meetings at school and field directorate levels, to make and document the necessary recommendations and accommodations adapting to the learning and classroom environment to remove environmental barriers and ensure accessibility in accordance with the students' requirements. • Support schools, school counselors, learning-support, Multidisciplinary resource room, and classroom teachers, children, and parents both in school and home settings whenever needed. • Conduct monitoring and evaluation of individual and collective actions taken in school to support greater inclusion and diversity in education. • Support students with disabilities in learning and teaching, and support the learning environment (modifications and accommodations) according to students' requirements) by possessing the necessary specialized knowledge and skills, and awareness of the concept of creativity and innovation and its relationship to disability. <p>Notes and considerations:</p> <ul style="list-style-type: none"> • MDTs are composed of seven specialists within the fields of (1) Physiotherapy; (2) Occupational therapy; (3) Hearing rehabilitation; (4) Visual rehabilitation; (5) Speech and language (re)habilitation; (6) Educational psychology (school counselors are tasked to take their role for now); (7) Nursing. • The roles of each MDT member are detailed in Section 3 "Support Systems for Disability Inclusion" • Since MDTs in different field directorates will not have all the specializations needed, they also depend on support from the national-level support system based on the MoE, MoH, MoSD, universities, and other teaching and research institutions. • The MDTs are also supported by EQAU Assessors and Field Directorate Supervisors/Advisors from ETC.

EDUCATION FIELD DIRECTORATE KEY POSITIONS	ROLES AND RESPONSIBILITIES
<p>Assessor</p> <p>(A team of assessors from EQAU conducts school visits)</p>	<ul style="list-style-type: none"> • Develop educational and administrative competencies to improve the quality and outcomes of education and achieve the highest quality and excellence in educational services. This is done through the specific tasks: • Develop an appropriate school assessment plan. By working closely with school development teams that are aligned with the Domains Teams: <ul style="list-style-type: none"> - Domain One: Teaching and Learning - Domain Two: Student Environment, Culture, Climate, and Context - Domain Three: School and Community - Domain Four: Leadership and Management • Plan and conduct a school field visit program and determine the assessment process priorities consistent with the schools' performance level. • Provide the school principal, education administrator (at the FD level), and the other stakeholders with final assessment reports. • Reflect on the assessment reforms in order to improve the practices at the school level. The report includes a special paragraph on inclusive education and people with disabilities according to the schools' status. So assessors evaluate to what extent the schools' implement inclusive education according to the indicators of the effective school and its descriptions, especially the third indicator. • Publish the school inspection reports on the EQAU website, and present them to parents, the community, local authorities, and the field directorate. Include specific recommendations regarding inclusive education.
<p>Gender Focal Points (currently under appointment)</p>	<p>Support the implementation, monitoring, and evaluation of the GEAP+ on three key components:</p> <ul style="list-style-type: none"> • Dissemination and awareness raising. • Capacity development and training to increase accountability for the implementation of the GEAP+. • Monitoring and Evaluation: linked to the ESP M&E Framework and based on the GEAP+ indicators.

3. Roles and Responsibilities at the School Level to Implement Inclusion and Diversity in Education

Figure 10. Structures supporting inclusion and diversity at the school level



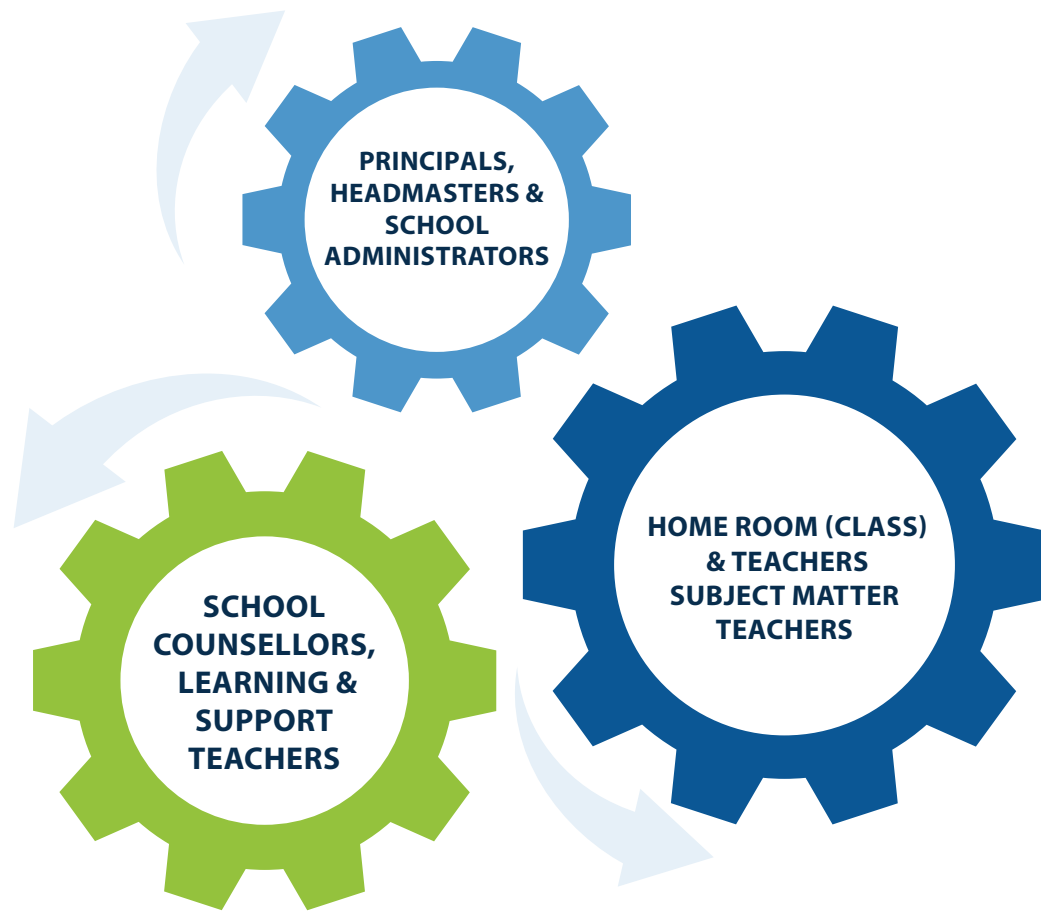
The overall outcome of school-level support for inclusion and diversity in education:

Comprehensive and integrated support is provided to all children and youth, including those vulnerable to exclusion from and within education.

Schools provide education, which is divided into these stages:

1. Kindergarten (lasts for two years at most): This stage aims to provide a suitable environment that prepares the child for a balanced education that includes aspects of physical, mental, spiritual, and emotional personality to help them form healthy habits, develop social relations, promote positive attitudes, and love school life.
2. Basic/primary education (lasts for ten years): This stage aims to achieve the general objectives of education and prepare citizens in various aspects of their physical, mental, spiritual, emotional, and social development.
3. Secondary education (lasts for three years): Education that students can enroll in according to their abilities and interests and based on the provision of specialized cultural, scientific, and professional experiences that meet the existing or expected needs of Jordanian society, and that help students continue higher education or join different fields of work.

Figure 11. Key positions at school level



SCHOOL LEVEL - INCLUSIVE EDUCATION TEAM	ROLES AND RESPONSIBILITIES
School Principal	<ul style="list-style-type: none"> • Accept and register students in school. • Form an inclusive education team. • Oversee all higher-level operations in the school. • Create a safe learning environment and set performance goals both for students and teachers and oversee the process so that those goals are attained. • Follow up the entry of data for students on the MoE EMIS system. • Spread a culture of acceptance and respect for differences, diversity, and individual differences among students. • Support the detection of cases of family violence, child protection, and school violence; the implementation of response procedures and intervention plans as needed; the reporting on the cases and coordination with field directorates in this regard; and provide appropriate environmental adjustments/accommodations depending on student requirements. • Follow up and coordinate the tasks of the persons responsible for inclusive education. • Supervise teachers and education staff and keep track of student performance. • Ensure that the school's facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. • Research and acquire new materials and resources to improve the experience of both students and teachers. • Plan school's budgets at their disposal to ensure that some of the most needed procurements are made. Larger investments are provided by field directorates or responsible MoE departments. • Request support from MDTs and other field directorate-based support systems, even if the capacity of the support system remains limited. • Coordinate meetings with parents, special education supervisors/ advisors from FDs, and relevant specialists from the MDT, and with inclusive education school coordinator to discuss strengths and areas of development through the suggested recommendations of the medical report from the MoH, or psychological educational evaluation report from accredited private or government centers.
Teacher	<ul style="list-style-type: none"> • Teach all students without exception a quality education. • Facilitate the active participation of students. • Contribute to shaping the lives of students and bringing the school curriculum to life. • Plan differentiation in the teaching and learning environment, according to procedures and learning styles, taking into account the student's educational profile, student interests, and student readiness. <ul style="list-style-type: none"> - Content: Making changes in what a student learns - Process: Making changes to student assignments or how they are executed - Product: Changing the way a student presents what they have learned • Implement environmental accommodations depending on student requirements: <ul style="list-style-type: none"> - accommodations/place (where): It focuses on where the student is sitting in the classroom - accommodations /schedule (when): It focuses on finding breaks in the schedule of classes - accommodations/ of members and groups: It focuses on who the student is studying with

SCHOOL LEVEL - INCLUSIVE EDUCATION TEAM	ROLES AND RESPONSIBILITIES
	<ul style="list-style-type: none"> • Implement educational accommodations: <ul style="list-style-type: none"> - Educational motivation: the focus is the way in which educational materials are presented - Student response: The focus is on the outputs required of the student • Provide mentorship by nurturing and counseling students and helping them make sense of their social, emotional, physical, and intellectual needs.
Learning Support Teacher, Inclusive Education Coordinator, or Special Education Teacher	<ul style="list-style-type: none"> • Contribute to building an inclusive teaching and learning environment that aims to remove barriers to ensure that all students have access to equitable quality education to develop their skills and reach their full potential in learning. • Support individual teachers and school teams inside classrooms to develop differentiated strategies in all aspects of the educational process. • Support learning for all students. • Document observations on progress with daily accuracy, collect data, prepare attendance records, and complete all required paperwork in a timely manner. • Prepare a plan with clear objectives, activities, and timing, in coordination with the teacher. • Participate in lesson planning with the class or subject teacher. • Monitor progress and assess students' academic, behavioral, and socio-emotional performance over time using data from formative assessment, summative assessment, and ongoing formative assessments throughout the semester such as: <ul style="list-style-type: none"> - Evaluations made by the teacher - Self-evaluations by the student - Anecdotal notes - Student records - Student achievement academic files or results • Accommodate or modify the curriculum according to individual or group learning objectives when needed, agreed with the IE team, supervisor/advisors, and MDT: <ul style="list-style-type: none"> - Teaching accommodations strategies - Learning resources accommodation strategies - Physical environment accommodation strategies - Strategies to accommodate class assignments - Assessment accommodations strategies • Participate in the preparation of individual educational plans (IEP) and follow up on IEPs' implementation and progress. • Discuss the IEP and obtain the approval of parents, the IE team, and relevant specialists of the MDT. • Hold periodic meetings with the IE team to follow up on students' progress. • Coordinate periodic meetings with students' parents to discuss educational plans and goals that have been achieved with the student in the presence of the IE team. • Work with teachers to adapt and prepare achievement tests and daily exams.

SCHOOL LEVEL - INCLUSIVE EDUCATION TEAM	ROLES AND RESPONSIBILITIES
<p>School Counselor</p>	<ul style="list-style-type: none"> • Perform the role of the Educational Psychologist in the MDT if tasked as such by the MoE) (refer to MDT responsibilities). • Provide prevention and interventional services for students to promote their well-being, including: <ul style="list-style-type: none"> - Provide psychosocial support to all students, including the gifted, students with disabilities, and those lagging behind their peers. - Prepare students psychologically to take exams by providing a comfortable atmosphere, and reducing stress, fear, and anxiety that might be associated with exams. - Follow up on cases of frequent absences and underachievement of students referred by the school administration, invite the concerned parents to the school to discuss the reasons for the absence and its critical impact on students' achievement level. - Provide targeted support to students with disabilities to cope psychologically and socially. - Deliver awareness sessions (including lectures, sharing case studies, etc.) in the classroom to support students, including students with disabilities. - Respond to issues related to family violence, child protection, and school violence (ref. Education Procedures Manual (2022) to deal with cases of Family Violence, Child Protection, and School Violence) • Plan and coordinate parents' meetings with educational staff under the supervision of the school principal, to strengthen linkages between home and school, and inform parents of their children's progress at school. • Work with teachers to enrich their knowledge of students' self-concept and how to support students to improve their social, behavioral, and resilience skills and how to develop positive attitudes, avoid problems, and cope with certain situations. • Support teachers in recognizing individual differences among students in terms of their requirements, abilities, preferences, aptitudes, and in implementing programs that help promote student's well-being. • Train and mentor school community members to resolve conflicts through dialogue, understanding, and negotiation, rather than violence or aggressive behavior. • Advise parents, families, and the local community about funded support programs at the school in the field of inclusive education.

Box 1. Inclusive Spaces

Schools in Jordan can create indoor and outdoor inclusive spaces using their existing spaces and resources. The concept of inclusive spaces goes beyond Multidisciplinary resource rooms to cover a range of potential spaces and places within the school, school grounds, and the wider school community. Mapping exercises started in some pilot schools in Jordan in 2022-2023 and revealed that these spaces include:

- Multidisciplinary resource rooms for classrooms
- School counselor rooms
- Art and craft and vocational rooms
- Libraries and laboratories
- Theaters and assembly halls
- Open spaces in hallways, under stairways, and in classrooms that can be converted into reading, study, and activity corners.
- Sports- and playgrounds outside
- Other open spaces on the school grounds that can be converted into school gardens or activity (play and sports) areas.
- Resource spaces in wider school communities, e.g., Mosques and Churches, sports fields, playgrounds, parks, wooded areas, and archaeological and other cultural sites.

Multidisciplinary resource rooms and learning support teachers are valuable tools for fostering greater inclusion and diversity in education. When used effectively, they can serve as powerful facilitators of inclusivity. In Jordan, many Multidisciplinary resource rooms share a common issue of being underutilized and understaffed. While some are well-equipped with a surplus of resources that often go unused, others could greatly benefit from additional resources.

To unlock the full potential of Multidisciplinary resource rooms, it is imperative to invest in additional human resources and provide capacity development opportunities for existing teachers. These efforts will ensure that these spaces can effectively support a wide range of children, including those in need of temporary assistance due to health issues or bullying, as well as those requiring more extended support due to complex disabilities.

Moreover, special resource rooms designed for 'gifted and talented' children can be valuable assets in promoting inclusivity within schools if they are made accessible to all students.

Multidisciplinary resource rooms could be used as teaching and mentoring places for teachers and students to learn and exchange information and experiences, but if used wrongly they can function as an exclusion mechanism.

Source: Practical Guide to Educational Facilitation: Supporting and Transmitting the Impact of Orientation Sessions towards Inclusion and Diversity in Education (2023)

How Do Support Systems for Disability Inclusion Work?

Why?

The purpose of support systems is effective and accessible support systems are essential for all children to have “equal and equitable access to quality education in their home or host communities, with learning environments that embrace diversity and support their participation and achievements towards reaching their full social, emotional, physical, and cognitive potentials.”

Support systems constitute the link between all stakeholders involved in providing inclusion and diversity in education at home, school, directorate, regional, and ministry levels in Jordan, so it is necessary to establish a support system that links the work and the roles and responsibilities of all concerned parties to reach effective inclusive education, achieve all the requirements of students within the classroom and school environment, and provide better quality services to all children and youth, their parents, and teachers in their communities.

For Whom?

Support systems work for establishing individual or collective support services should help schools and families in Jordan identify: (1) the student’s strengths and needs, and (2) the educational modifications and accommodations in the learning and teaching process that schools can make to help students with disabilities. Providing support services includes: (1) the students themselves, and their families; (2) their teachers and other school staff; and (3) specialists and health professionals, and others, as deemed appropriate.

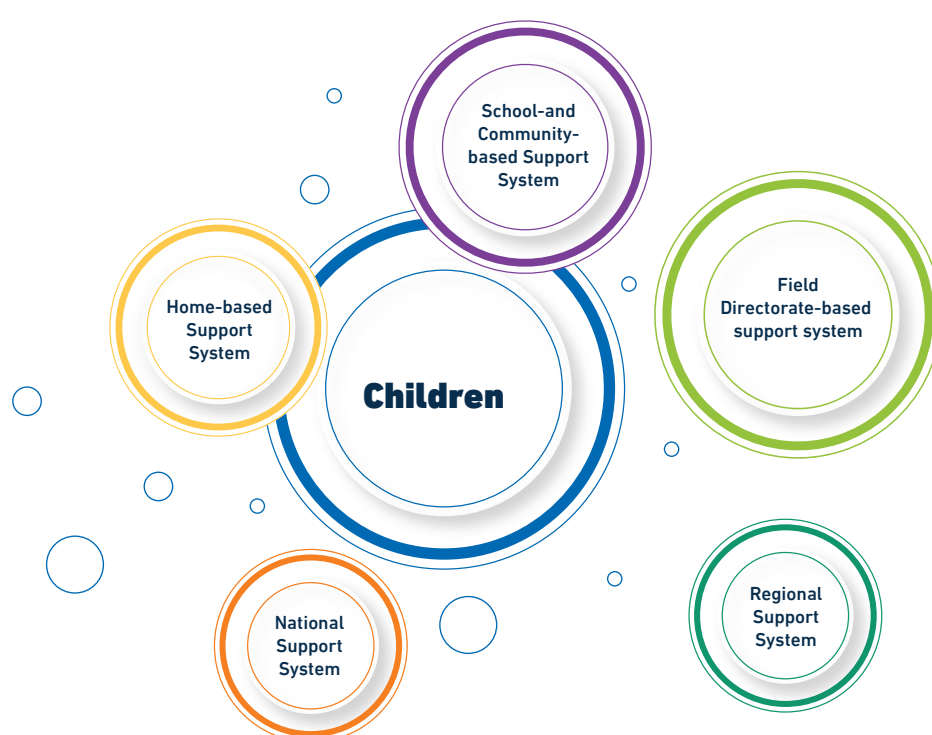
Most students with disabilities might need a certain level of individual support during kindergarten and school stages, and varying frequency and intensity of intervention, depending on their abilities, needs, and the nature of their disability. Working collectively is critical, but specific accountability in the system is very important to ensure that the 10 components that make an education system inclusive as mentioned in Section 2 are addressed (e.g., financing; monitoring and evaluation; safe school environment; quality teaching and learning).

How?

Support systems work on a level of support that will be available from home-based, school-based, field directorate-based, regional-based (north, middle, and south), or national support systems depending on available technical, human, and financial resources. It is therefore important to (1) outline what resources are available at each level to address the needs of all children, and of the 10 most vulnerable groups of children; (2) identify how these resources are or should be linked to other levels as per the Jordanian education system policy. The MoE is putting in place structures and protocols for further disability inclusion. This section addresses specific parts of the support systems related to learners with disabilities.

What are the roles and responsibilities of the different levels of support systems (central, regional: North, Central, and South, educational directorates, schools, communities, and households) in facilitating the inclusion of children with disabilities?

Figure 12. Child-centered support systems



National Level Support System

Highly qualified and specialized resource persons will be available on a national level, either through experts within or affiliated with the MoE, the MoH, the MoSD, or within other related ministries; through the HCD, or through Jordanian and international universities and other teaching and research institutions; organizations of persons with disabilities (OPDs); or in cooperation with or through the many national and international development partners working with disability inclusion in Jordan.

The roles and responsibilities linked to ensuring inclusion and diversity in education at the central level have been elaborated in Section 3.

The HCD has recently established a committee to develop academic terminology in sign language for the purposes of standardizing sign language terminology for curricula and then adding it to the SOOSL website (<https://web.soosl.net>) that is accessible to teachers of students with hearing impairments. The Mada Centre in Qatar has developed the 'New Arabic Braille' code that covers literal textual content (non-technical) as well as specialized technical content. The series starts with simple signs and math operations, then gradually moves to advanced levels and operations using both grade 1 (full Braille) and grade 2 (contracted Braille) (Mada, 2023). However, the new Arabic Braille code is

not being used in Jordanian schools. A national support system, with collaboration between the MoE, HCD, and OPDs can initiate international cooperation (e.g., with the Mada Centre on the Unified Arabic Braille Code), training of teachers in Sign language and Braille literacy, both prerequisites for ensuring access for children and youth to a wide range of secondary and tertiary education opportunities, and later employment opportunities.

Regional level Support System – Northern, Central, and Southern Regions

The idea of regional support systems for disability inclusion to support field directorates is new and born out of the reality of limited resources on field directorate levels, limited access to funding, and the need for an additional level between national and field directorate levels. The roles and responsibilities of the regional support system are therefore yet to be determined. Systems are currently being considered on a regional level to monitor and support the MDTs and other support systems on field directorate levels.

Specialized support can be provided on a regional or national level, either through the MoE, MoH with centers in Amman (Central), Irbid (North), and Karak (South), MoSD, HCD, through accredited public and private centers, or through universities and other teaching and research institutions.

Field-Directorate Level Support System

The main purpose of the field directorate level support systems for disability inclusion is to provide guidance and support (technical and financial) to schools in implementing the inclusion and diversity in education agenda and ensure inclusion of children with disabilities in schools, and not merely physical integration. Furthermore, Field Directorates will monitor the work of the school-based support system for disability inclusion.

The main elements at this level are the MDTs and the special education supervisors/advisors under the MoE, medical facilities, and diagnostics services under the MoH, centers, and institutions under the MoSD, and private centers and facilities under the MoH. MDTs support the inclusive education process inside schools by facilitating the learning of students with disabilities (including learning difficulties), ensuring participation and interaction of the students, and providing them opportunities to improve their abilities.

Field Directorates	ROLES AND RESPONSIBILITIES
<p>Sub-technical committee for inclusive education and the rights of students with disabilities in education</p>	<p>Supervise and ensure the implementation of the inclusive education strategy in the education field directorates, provide technical and administrative support in the inclusive education process for inclusive schools, and to ensure equitable and quality education for students with disabilities, just like their peers. The committee consists of representatives from the FDs and the MoE central level. The MoE and HCD follow up on the work of this sub-technical committee through assigned focal points and the HCD offices in the North and South regions.</p>



The roles and responsibilities of the MDTs are detailed below.

SEVEN POSITIONS WITHIN THE MULTI-DISCIPLINARY TEAMS	ROLES AND RESPONSIBILITIES
Educational Psychologist/ Educational Counsellor	<ul style="list-style-type: none"> • Achieve psychological, educational, social, and professional compatibility for students to build a healthy personality and help them understand themselves, know their abilities, and enable them to overcome the difficulties they face. • Ensure that students acquire life skills and help them to identify their rights and duties and the importance of commitment to good values and concepts. • Enhance students' motivation in order to raise their level of achievement. • Strengthen the relationship between students and teachers. • Assist the school IE team in dealing with students' behavioral challenges, by developing a behavior modification plan separately, or sometimes aligned with IEP, depending on the student's situation and needs. • Provide feedback to parents. • Application of psycho-educational evaluation criteria



SEVEN POSITIONS WITHIN THE MULTI-DISCIPLINARY TEAMS	ROLES AND RESPONSIBILITIES
Speech and Language Pathologist	<ul style="list-style-type: none"> • Improve the linguistic and speech performance and social interaction of students. • Provide individual or group therapeutic interventions outside or inside the classroom as needed through activities aimed at developing abilities and skills such as: <ul style="list-style-type: none"> - Receptive and expressive linguistics - Speech with mobility of tongue and lips, such as pronouncing sounds - Fluency (slurring and quick to speak) - Vocal health and using the voice properly - Phonological recognition and its role in reading and writing difficulties - Social interaction - Swallowing and oral skills - Use assistive and alternative communication tools - Analysis, differentiation, and auditory perception. - Verbal and written expression. • Train teachers and parents on assistive equipment and devices that a student with a disability may use at school.
Occupational therapist	<ul style="list-style-type: none"> • Enable students to practice functions related to learning, play, activities of daily living (ADL), and self-care as independently as possible by contributing to the development of motor, sensory, and cognitive aspects. • Assess students referred to occupational therapy in terms of therapeutic intervention needs, including sensory, gross, and fine motor skills, development of play, self-care, visual analysis and processing, planning and self-regulation, and pre-academic skills (pre-writing and writing). • Provide individual or group therapeutic interventions outside or inside the classroom to support developing abilities and skills, such as: <ul style="list-style-type: none"> - Hand-eye coordination skills (for writing) - Ability to address challenges in processing sensory stimuli through the application of the «Sensory Integration Approach» - Acting-play skills
	<ul style="list-style-type: none"> - Visual analysis and processing skills - Abilities related to concentration and attention - Self-care skills such as eating, dressing, and washing hands - Self-care and life skills (taking care of the living space, preparing food, and using transportation) - Executive functions, such as planning, organization, self-orientation, time management. - school readiness skills. • Develops and implements intervention strategies tailored to students' sensory needs (e.g., using an air cushion for seating or incorporating sensory breaks into the student's visual schedule).

SEVEN POSITIONS WITHIN THE MULTI-DISCIPLINARY TEAMS	ROLES AND RESPONSIBILITIES
Physiotherapist	<ul style="list-style-type: none"> • Employ the necessary physiotherapy techniques to identify the problems resulting from permanent or temporary disabilities that hinder learning and apply appropriate programs and techniques to rehabilitate them. • Suggest and select appropriate assistive devices, tools, and aids that help students perform tasks, and train them to use them. • Train teachers and parents on assistive equipment and devices that a student with a disability may use at school. • Provide individual or group therapeutic intervention outside or inside the classroom to support developing abilities and skills related to: <ul style="list-style-type: none"> - Joint mobility - Muscle tone - Gross motor skills consistent with sequential motor development - Eye-hand coordination that supports independence in movement - Balance - Motor control, and coordination - Breathing control to relieve respiratory problems such as coughing and increased phlegm secretion - Treatment of fluid accumulation • Identify the appropriate sitting method and positions, and how to appropriately carry the school bag in accordance with school activities and the student's requirements. • Participate in analyzing various school activities and their appropriateness to students' motor abilities and endurance to ensure effective participation. • Deal with emergency situations that may accompany a physical therapy session, such as changes in blood pressure, rapid breathing rate, and pain or muscle contractions.
Visual Rehabilitation Specialist	<ul style="list-style-type: none"> • Evaluate blind and visually impaired students functionally, qualifying them visually, and using assistive and compensatory technologies. • Enhance, maintain, and develop visual abilities and skills that enable students to live safely and productively. • Carry out the assessment of visual skills of students with disabilities (blind and vision-impaired), creating students' profiles, in coordination with classroom teachers, nurses, educational supervisors/advisors, and educational counselors in order to develop an intervention program and implement it, by providing alternative tools to compensate for lost visual function such as the white cane and magnifier (optical aid), based on the recommendations of an optometrist. • Teach students important techniques and skills, such as Braille. • Develop and implement a therapeutic program/ plan for students with visual disability in coordination with the MDT. The plan should cover visual skills, training visual memory, and developing eye-hand coordination.

SEVEN POSITIONS WITHIN THE MULTI-DISCIPLINARY TEAMS	ROLES AND RESPONSIBILITIES
Auditory Rehabilitation Specialist	<ul style="list-style-type: none"> • Study and evaluate students' auditory communication disorders. • Provide hearing rehabilitation for people with hearing impairment. • Take preventive measures and early detection of damage related to the auditory system. • Refer students to specialized clinics based on the result of hearing screening, or the comprehensive screening that includes a hearing component, and suggest the assistive devices to provide an appropriate audio/acoustic classroom environment, ensuring the effectiveness of hearing assistive devices. • Coordinate with speech-language therapists to set out a proper hearing, speech, and language rehabilitation plan. • Develop and implement a therapeutic program/ plan for students with hearing disability who are being trained in hearing rehabilitation, providing therapeutic intervention outside or inside the classroom as needed.
General Nurse	<ul style="list-style-type: none"> • Provide healthcare (nursing) to all students and school staff. • Develop healthcare plans and programs for students and those with disabilities, and follow up their implementation in coordination with stakeholders, parents, MDTs, classroom teachers, educational supervisor/advisor, and educational counselor. • Assist staff in implementing standard operating procedures in accordance with MoE laws, regulations, and instructions.

School and Community-Level Support System

This support is not always available in schools but can be provided through the field directorate-based support system, and in rare cases from national-level national level expertise.

Homeroom and subject matter teachers are the main building blocks of the school-based support system. However, they will need support from school counselors, Support teachers, and the newly recruited learning support teachers to provide children with disabilities the learning environment they will need to develop their social, emotional, physical, and cognitive abilities.

The Learning Support Teacher (which can also be referred to as 'Inclusive Education Coordinator' or 'Special Education Teacher') also plays a big role in supporting the learning of students with disabilities.

Home-Based Support System

Home-based support systems aim to build effective partnerships between parents and the educational community to provide the needed home-based support to families to support the learning of children and youth with disabilities, and other children and youth vulnerable to exclusion from and within education.

Sometimes parents would know before birth that their child may be born with a disability. In that case, they will need support in:

- Providing information and guidance to family doctors, gynecologists, midwives, nurses, and other healthcare workers.
- Ensuring that the healthcare system provides quality and individually adapted guidance and support for the expecting mother and father, siblings, and other family members.

Other times, parents will know just after birth if their child is born with a disability. In that case, they will need:

- Guidance, counseling, and support by healthcare providers.
- The national, regional, and field-directorate-based support system to be mobilized to provide support ranging from needs assessments to early health intervention that will help stimulate the development of the child.
- Support for alternative interaction and communication.

Support systems required at the home level can be summarized as:

- Early detection and intervention services are provided by MoE, MoH, MoSD, and other partners.
- Guidance, counseling, and support by healthcare providers, ensure that it is a whole-family approach.
- Issuance of the ID card by the HCD when the assessment confirms a disability.
- Guidance and support on alternative interaction and communication, including child-initiated play.
- The national- and field-directorate-based support system will need to be mobilized to provide support ranging from needs assessments, early health intervention (e.g., pediatric physiotherapy), and support from nutritionists (e.g., children with ADHD), to guidance on toys and colors (e.g., children with visual impairment or Autism) that will help stimulate the development of the child.
- Awareness for parents and caregivers.

Box 2. Welcoming Children with Disabilities in Schools

Even if massive resources can be mobilized in schools and communities, it is important to understand that most resource persons in schools are generalists and not 'specialists', so some children with more complex needs will need support from support systems and multi-disciplinary teams and morning centers¹² on field directorate-, regional- or national levels, or from private sector service providers.

Some children with disabilities require limited support, e.g., many children with mobility or movement impairments mainly need physical accessibility and in some cases physiotherapy, while children with visual impairment may need Braille and audiobooks (if blind) or large print, magnifiers, and other assistive devices (if the children have low vision), while children with Autism need more complex and individualized support.

One way of organizing support and training, before children with disabilities and learning difficulties enroll in school, is to invite all the children in the community to their schools to meet their future class teachers long before they enroll in school, to enable schools and teachers to prepare, organize training, and mobilize additional support before children enroll in their schools.

12 The Morning Centers have previously been under the MoSD and are currently being transferred to the MoE.

In spite of the progress made over the past decades, many children and youth with disabilities are excluded from and within education or are dependent on special schools for their education, often out of reach, geographically and financially.

Under the MoE NFE department, a *'home studies' program* is provided to individuals who have not been able to enroll in education or have dropped out of education and cannot return to formal education. The program caters to students with disabilities, and children from orphanages and care homes, and is open to Jordanian and non-Jordanian children including refugees. It is also available for young girls and boys in juvenile and rehabilitation centers. Until students return to their classrooms, the support system within the school and field directorate is responsible for supporting them (UNESCO, 2022).

What are the Mechanisms and Programs for Early Detection and Intervention, and Who are Responsible for Their Implementation?

Early intervention provides support and services to children with disabilities so they can develop, learn, and grow to reach their fullest potential. Early intervention focuses on family engagement and includes specialized services such as physical, occupational, or speech therapy for infants and toddlers with developmental delays or disabilities in their natural environments (University of Carolina, 2023).

Early detection and intervention will have a significant impact on a child's ability to learn new skills and overcome challenges and can increase success in school and life (Centers for Disease Control and Prevention CDC, 2022). Early intervention services are designed to address problems or delays in development as early as possible, ideally when children are under the age of three. Furthermore, early detection and intervention of developmental delays not only improve children's ability to reach their full social, emotional, physical, and cognitive potentials but also prevent the development of low self-esteem and behavior problems that might interfere with their ability to learn later in life.

The hearing and vision assessments conducted by the MoH at birth is an important first step, however as it currently only covers children born prematurely and nursed in incubators. Services should be expanded to cover all children. Furthermore, the expansion of KG2 is another positive development for early detection and intervention in Jordan.

While the current functions of the MDTs do not cover KG2, occupational therapists and physiotherapists employed as part of the MDTs could provide important early intervention support for children with disabilities both through the Home-based and School-based Support Systems for Disability Inclusion as detailed before.

The Key Entities Involved in Early Intervention for Children with Disabilities

NATIONAL ENTITIES/ STAKEHOLDERS	ROLES AND RESPONSIBILITIES
MINISTRY OF EDUCATION	<ul style="list-style-type: none"> • Early interventions in KG. • Referral of students is based on their requirements and based on the national referral system that is in place. • Refer students to the NFE ‘Home Studies’ program when they cannot be registered at school based on their requirements. • Provide rehabilitation services at home (e.g., physiotherapy). • Maintain a relationship with students and their families. • Support students’ engagement with the school. • Plan and support their introduction or return to school.
MINISTRY OF PUBLIC HEALTH (MoH)/ Directorate of People with Disabilities and Mental Health	<ul style="list-style-type: none"> • Conduct hearing and vision assessments at birth (only for children born prematurely and nursed in incubators). • Accredite other government entities, universities, and private institutes to conduct diagnostic services. • Oversee student health profiles: a comprehensive medical exam for first-grade students (clinical examination) and vaccination are conducted according to the national vaccination program in health centers for public school students. Clinical examinations are also conducted for fourth-, seventh, and tenth-grade students. If a student suspects any symptoms, laboratory medical tests are performed, or they are referred to specialized clinics. Private school students are also monitored for comprehensive medical examination and vaccination services by doctors contracted with the schools. • Provide physiotherapy services for children, like children with physical impairment and cerebral palsy.
MINISTRY OF SOCIAL DEVELOPMENT (MOSD)¹³	<ul style="list-style-type: none"> • Manage inclusive nurseries. • Manage early intervention centers for children with disabilities. • Provide wheelchairs and assistive devices. • Provide a system of alternatives to shelter and supportive services for persons with mental disabilities. • Provide family protection services.
ACCREDITED PUBLIC AND PRIVATE CENTERS	<ul style="list-style-type: none"> • Provide diagnostic services for children with disabilities, and/ or issue an identification card for Jordanian students. • Conduct comprehensive evaluations of students regarding their mental, cognitive, psychological, and educational abilities. • Provide comprehensive Psychological Evaluation Reports. • Issue certified educational reports explaining the assessment with recommendations by a team of specialists.
THE HIGHER COUNCIL FOR THE RIGHTS OF PERSONS WITH DISABILITIES (HCD)	<ul style="list-style-type: none"> • Issue an identification card and grant it to persons with disabilities, as the card replaces the medical report for Jordanian students with disabilities so that they do not have to bring a medical report every time the person with a disability applies for services such as health insurance, applying to the Civil Service Bureau, university discount, etc.¹⁴¹⁵ • Follow up, mentor, and coordinate the services provided with other ministries. • Conduct awareness-raising workshops for the community.

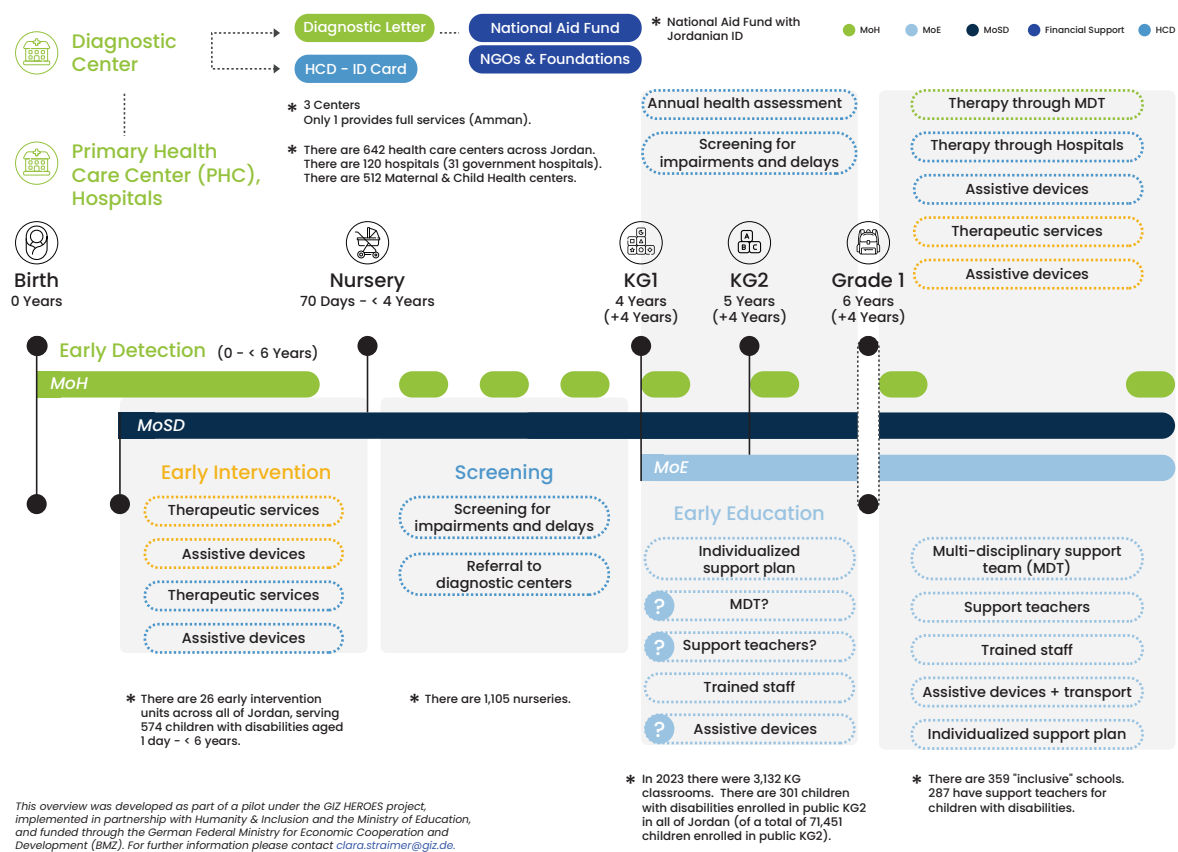
13 Ministry of Social Development services guide https://www.mosd.gov.jo/Ar/Pages/%D8%AF%D9%84%D9%8A%D9%84_%D8%A7%D9%84%D8%AE%D8%AF%D9%85%D8%A7%D8%AA; <https://www.mosd.gov.jo/Ar/List/%D8%A7%D9%84%D8%A3%D9%86%D8%B8%D9%85%D8%A9>

14 Link to apply for an identification card for persons with disabilities: <https://www.hcd.jo/>

15 Link to verify obtaining the corporate identification card: <http://checkdata.hcd.gov.jo/>

Where Can Preschool Children with Disabilities Access Accredited Screening, Diagnosis, Assessment, and Early Intervention Services in Jordan?

Figure 13. Pathways for children with disabilities in Jordan from early intervention to early education*



Overview of Services for Children with Disabilities in Jordan

Pre-school (Since birth until school age)

The journey begins at birth, where early detection is crucial. The Ministry of Social Development (MoSD) and the Ministry of Health (MoH) play a key role in this stage. The first interaction of the child would be with the MoH, as they are responsible for early detection, which some could be diagnosed at birth at the health care centers.

Jordan has near universal coverage with over 600 health care centers across the country. 512 of those centers have Maternal and Child Health Centers that focus on following up with the development of the child since birth and the health of the mother.

The mother and child are given a schedule of regular follow-up visits at those centers to monitor their health. In addition to that, there are 120 hospitals in Jordan, 31 of them are governmental providing service for discounted fees.

Nonetheless, only three centers in the country could officially diagnose the child and provide them with a diagnostic letter or and ID card from the Higher Council for the Rights of Persons with Disabilities (HCD), which enables them to receive services from the Early Intervention Units (EIU) provided by the MoH and MoSD.

Those services include therapeutic services and assistive devices that the child might need. Currently Jordan has 28 EIUs across Jordan, yet those EIUs are only able to serve 850 children with disabilities aged between 1 day and 6 years due to limitation in resources and capacities. This coverage is considered very low as it barely covers 1% of the need based on the estimate of the number of children with disabilities in Jordan aged 0-6 years.

As the child approaches nursery at an age of 70 days up until early education, the MoH provides various screenings for impairments and developmental delays at schools and would refer them to a diagnostic center if needed.

Kindergarten, Primary and Secondary Schools:

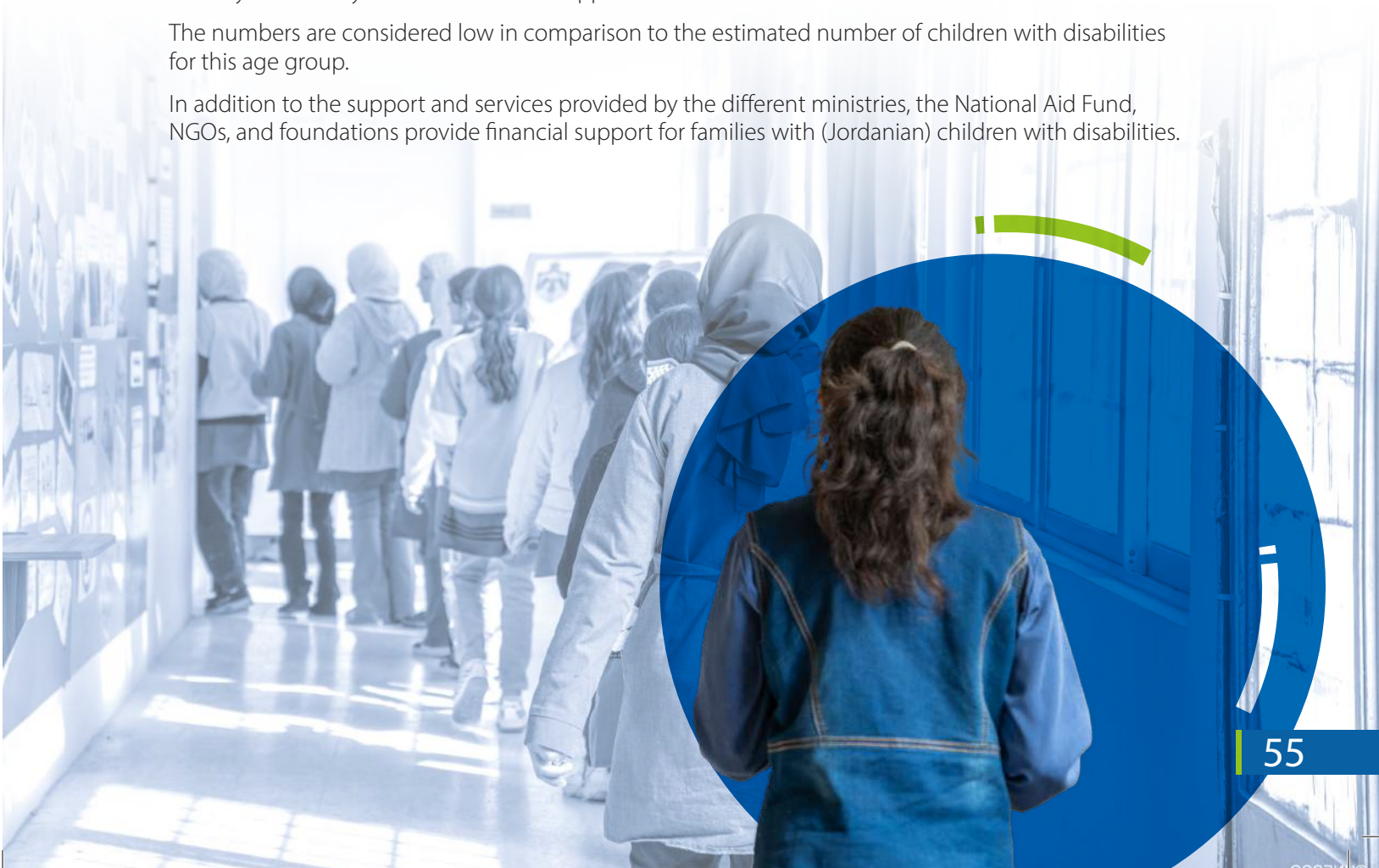
Once the child enters early education, starting with KG1 at the age of four, KG2 at the age of five, and Grade 1 at the age of six, the Ministry of Education (MoE) steps in.

The child with disability would receive services and support from a Multi-Disciplinary Team (MDT), support teachers, and trained staff. They would provide the child with an individualized support plan catering to their unique needs. In addition, the child could possibly access the needed assistive devices. However, the support of the MDTs is not yet provided at the level of kindergarten, as it is not yet a compulsory stage, as well as not yet at the second shift schools.

With that being said, the enrollment of children with disabilities in KG remains low. In 2023, there were 3,132 KG classrooms enrolling 71,451 children in KG2, out of which only 301 children with disabilities were enrolled in public kindergartens across Jordan. In addition, there are 359 “inclusive” schools in the country where only 287 of which have support teachers for children with disabilities.

The numbers are considered low in comparison to the estimated number of children with disabilities for this age group.

In addition to the support and services provided by the different ministries, the National Aid Fund, NGOs, and foundations provide financial support for families with (Jordanian) children with disabilities.



Where Can Students with Disabilities Go to Access Accredited Admission, Assessment, and National Referral Pathways in Jordan

When a child or young person has a disability, they need to follow the following steps:

1. A report certified by the diagnostic centers of the MoH is obtained, or through the approved diagnosis report for the identification card for Jordanians from HCD, so that parents can visit the relevant centers and directorates to get access to educational services.
2. Parents can visit the education directorates to obtain enrollment in kindergartens, schools, and specialized schools. Furthermore, they can directly register their children at any of those mentioned educational institutions. A child with a disability can also enroll in any educational level at any time during the semester.
3. The child's file is transferred to kindergartens with the transformational plan attached, where there is no obligatory referral system among nurseries and kindergartens, and parents can go directly to register their children at the kindergarten.
4. Registration at one of the specialized schools is directly accessible.

Figure 14 shows the national pathways for children with disabilities under the different ministries (MoE, MoH, MoSD, and the National Aid Fund (NAF)). Internal pathways for each entity can be found in Annex 3.

Figure 14. National referral pathway for children with disabilities



Source: MoH, MoSD, MoE, NAF, UK Aid, Humanity Inclusion, 2021

What is the Mechanism of Admission and Registration of Students with Disabilities into Formal Schools?

A student with a disability can be identified when enrolled in school when s/he has a visible disability (such as wearing a headset or using a wheelchair), or when s/he has a medical or diagnostic report from accredited bodies for this purpose. However, when a student has an invisible disability, it is difficult to identify the disability during school registration, in which case we will only detect it in class and during the semester. Based on that, the path of admission, registration, and provision of services to students with disabilities varies according to their condition.

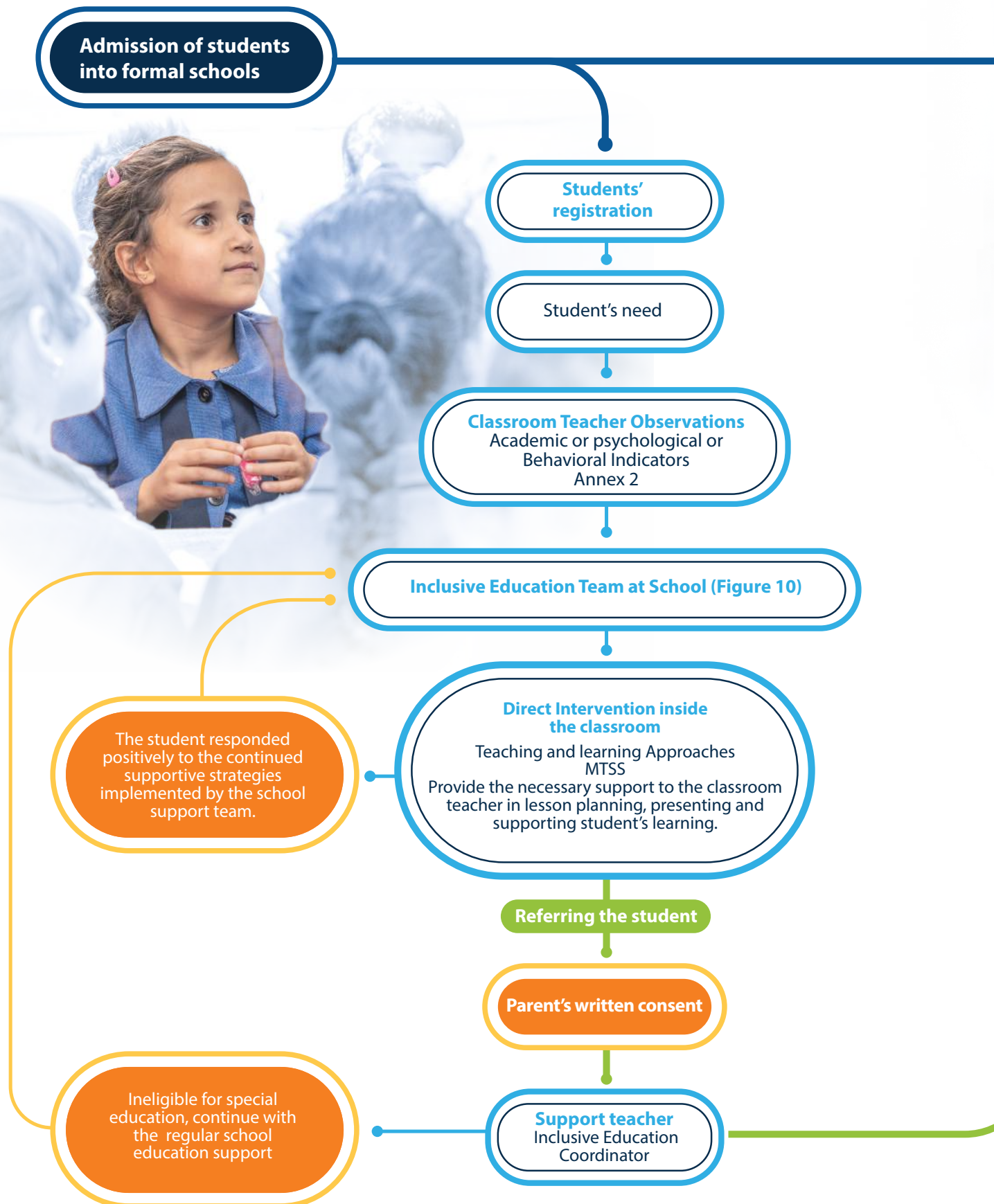
Generally, the admission and registration process follows these steps:

1. Parents submit an application for admission to the school, which evaluates the student and determines the appropriate adjustments or educational alternatives. To facilitate the process for parents, they may also apply for admission to the field directorate or the MoE, submitting a school admission application.
2. The school administration sends a list of the names of registered students with disabilities to the IE coordinator.
3. The IE coordinator communicates with the student's parents to obtain written approval to conduct a comprehensive assessment by the MDT. The assessment helps the coordinator and the school to determine the student's readiness for inclusion and whether s/he needs additional services and the learning requirements and adjustments needed in the classroom.
4. In cases where the disability is non-visible, it will most likely be recognized in the classroom by the teacher, who will use the Indicators' Guide provided by the MoE (Annex 3). The Guide covers lists of observable indicators related to academic and cognitive disabilities, the emotional-behavioral dimension, physical and motor indicators, and auditory and visual sensory indicators. Each indicator corresponds to teaching measures that the teacher can use in the classroom, and to practical recommendations to prepare the environment and available resources to support student learning.

If the student's disability or medical condition or the environment in government schools, in the home, or the host community of the child makes it difficult (if not impossible) to attend school, schools are responsible for helping students continue taking part in their learning from home. However, this is not a permanent 'solution' as no children should be excluded from education together with their peers. The UN Convention on the Rights of Persons with Disabilities (CRPD), which Jordan signed in March 2007 and ratified in March 2008 as one of the first countries in the world, guarantees the right to quality and inclusive education for children and youth with disabilities. The MoE is therefore restricting the use of 'homeschooling' to ensure that 'homeschooling' does not become an additional exclusion mechanism.

What are the School-Level Assessment Pathways and Service Delivery Processes for Students with Disabilities?

Figure 15. Assessment pathways and service delivery at the school level for students with disabilities (Procedural Guide for Inclusive Education, Mercy Corps and the Ministry of Education (2019))



Students with disabilities' registration
with diagnose or accredited medical report
Figure 14

**Assessment by The
Multi-Disciplinary team**

The Inclusive Education Coordinator is
informed by the assessment Report

Meeting: Multi-Disciplinary team
representative with the Inclusive Education
team at the school, and the student's parents

**Identifying and providing
the requirements**

**Referring the student,
after parent's consent**

**Reflection and
Feedback**

Providing an accompanying
teacher

Providing nursing services

Develop educational plan for
students with learning
difficulties and send it to
coordinator for implementation

Student training in the use of
supporting devices,
facilitative accommodations
& accessible forms

Writing the educational plan
and sending it to the
coordinator for implementing
rehabilitation aspect

Writing the educational plan and
sending it to the coordinator for
implementing / academic aspect

Continuous evaluation,
reviewing and updating
programmes

SECTION

Evidence-based
Monitoring,
Planning and Better

What Kind of Data Needs to be Monitored, Collected, and Analyzed?

Data and Monitoring through the Education Management Information System (EMIS)

OpenEMIS is Jordan's Education Management Information System in Jordan (EMIS). It is a comprehensive system of collecting, managing, analyzing, and disseminating information to support education policies and planning. It was adopted by the MoE in 2014 and is a customizable and open-source toolkit designed to facilitate the process of setting up reliable national information systems that are adapted to the needs of the education administration, and that support the formulation, management, and monitoring of evidence-based education policies and plans. OpenEMIS is a generic EMIS solution that has been heavily customized based on Jordan's data and administrative workflow requirements, resulting in a very comprehensive data system.

The system houses more than 10 years of data for all 7,529 schools in the Kingdom (including public, private, UNRWA, and military schools) for approximately 2.2 million students and 180,000 administrative staff and teachers. OpenEMIS Core by itself has five main modules: Personal, Institutions, Directory, Reports, and Administration, with 7,200 database fields, plus the functionality to add custom fields. More information on the modules can be found [here](#). Data captured in OpenEMIS includes (but is not limited to):

- Schools (education programs, classes, subjects, textbooks, positions)
- Students (academic profile, health, special needs, nationality, identity, language, finance, and fees)
- Staff (professional profile, health, special needs, nationality, identity, language, professional development, qualifications, finance, and salary)
- Attendance and school conduct (students/staff)
- Performance (assessments, competencies, outcomes, student report card, MoE marks reports)
- Infrastructures and maintenance
- Surveys
- Rubrics (MoE's supervision tool)
- Other (transport, cases, visits, counseling, timetables)

In addition to data entry modules, OpenEMIS Core contains data management workflows such as:

- Student waiting list and enrollment status management.
- Student and staff transfer management and student drop-out.
- Staff position allocations management and staff assignment.
- External and internal search mechanisms for adding new staff/students.
- Data collection, survey submission, and follow-up.

Data Workflow



OpenEMIS includes other tools as well, such as the OpenEMIS Monitoring tool and OpenEMIS Dashboard to provide comprehensive insights into the demographics, diversity, and inclusion levels within educational institutions. The OpenEMIS Monitoring Tool has been customized in Jordan to help the MoE monitor and report on their education strategic plan. The OpenEMIS monitoring tool also includes an external Financial/Technical Assistance Planning and Tracking Tool, that can include all partners supported projects, linking them to the six ESP domains, including Access and Equity, the ESP Intermediate outcomes, outcomes, and outputs and allowing for tracking and reporting both on finances and indicators. This tool can be used to help the MoE ensure appropriate allocation of resources to the inclusion agenda.

How Can EMIS be Used to Plan for Greater Inclusion and Diversity in Education?

Given its robust architecture, flexibility, established workflows, and links with several MoE systems (such as WebGIS to support school mapping and planning and Jo-Learn, MoE's student e-learning platform, etc.), the EMIS constitutes a key tool for informing decision-making, planning, and implementation of inclusion and diversity in education and monitoring it.

The examples in Table 3 focus on different sets of data and show examples of how data captured in OpenEMIS can be used at different levels of the education system to inform decision-making and actions and support promoting further inclusion and diversity in the system.

Table 3. How EMIS data can be used to support inclusion and diversity in education

Example 1: Drop-out data		
Decision-making level	Key drop-out data to look at	How it supports inclusion
Schools	<ol style="list-style-type: none"> 1. Individual student dropout rates. 2. Reasons for dropout (e.g., disability, socio-economic factors). 3. Demographic information (gender, ethnicity). 	<ol style="list-style-type: none"> 1. Identify at-risk students early on (using gender-segregated data) and initiate countermeasures to prevent children and youth from dropping out. 2. Implement targeted interventions. 3. Tailor supporting services based on specific needs, promoting inclusivity.

Field Directorates	<ol style="list-style-type: none"> 1. Aggregated school dropout rates. 2. Common reasons for drop-out at a sub-national level (as this can differ from one FD to another). 	<ol style="list-style-type: none"> 1. Develop FD policies and programs to address local issues (ensure relevance). 2. Allocate resources strategically to components with higher dropout rates.
Ministry of Education	<ol style="list-style-type: none"> 1. National dropout trends and statistics. 2. Societal factors (e.g., cultural attitudes towards education, and macro-economic factors). 	<ol style="list-style-type: none"> 1. Formulate inclusive education policies and guidelines at the national level. 2. Allocate resources on a broader scale to address common challenges.
Example 2: Teachers' Data		
Decision-making level	Key teachers' data components	How it supports inclusive education
Schools	<ol style="list-style-type: none"> 1. Individual teachers' demographic information, qualifications, and performance metrics 2. Teaching staff in school, subjects taught, workload per teacher 	<ol style="list-style-type: none"> 1. Identify areas of improvement and provide targeted professional development. 2. Ensure adequate support for students with diverse learning needs 3. Set the class schedules
Field Directorates	<ol style="list-style-type: none"> 1. Aggregated teacher performance data 2. Distribution of experienced teachers 	<ol style="list-style-type: none"> 1. Ensure equitable allocation of experienced teachers across schools

Ministry of Education	<ol style="list-style-type: none"> 1. National teacher workforce demographics 2. Evaluation of nationwide professional development programs 	<ol style="list-style-type: none"> 1. Allocate resources for national-level teacher training initiatives 2. Support evidence-based decision-making for inclusive teaching strategies and promoting inclusive teaching practices
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Example 3: Infrastructure data (facilities, school spaces, classrooms)

Decision-making level	Key infrastructure data components	How it supports inclusive education
Schools	<ol style="list-style-type: none"> 1. Classroom accessibility 2. Classroom sizes and configurations 3. Availability of assistive technologies 	<ol style="list-style-type: none"> 1. Ensure physical spaces are inclusive and accessible 2. Implement necessary modifications for students with physical needs 3. Optimize classroom layouts for inclusive and collaborative learning
Field Directorates	<ol style="list-style-type: none"> 1. Aggregated data on school facilities 2. Availability of special education classrooms 3. Statistics for accessibility across schools 	<ol style="list-style-type: none"> 1. Identify disparities in infrastructure to allocate resources equitably. 2. Implement region-wide improvements to ensure consistent accessibility.
Ministry of Education	<ol style="list-style-type: none"> 1. National infrastructure trends and statistics 	<ol style="list-style-type: none"> 1. Develop policies and allocate resources to address nationwide gaps 2. Developing standards for national infrastructure improvements

Data from the School Development Programme (SDDP) and Education Directorates in the field are utilized to enhance monitoring and accountability across its four components:

The SDDP includes specific objectives that identify the need to raise institutional performance and efficiency. Several of SDDP's objectives and indicators are linked to making schools, teaching, and learning, more inclusive. For it to work and based on lessons learned from similar practices in other countries, the SDDP requires an implementation structure to guide and ensure a process of decentralization, as well as a strong system of accountability. The EQAU, which was established in the MoE in 2016, is responsible for supporting the implementation and quality assurance of the SDDP results. Based on existing legislation, EQAU reports directly to the Minister and has direct access to MoE's information, studies, and documents related to its component of responsibility and work.

Within the SDDP, the school is considered the center of change and continuous development cannot be achieved without a conducive environment characterized by accountability and decentralization. The roles and responsibilities of the central MOE, FDs, schools, and communities have been determined on the basis of the executive framework of the SDDP. The school principal leads the program and is supported and assisted by a team made of selected teachers, while all other teachers are expected to participate in the program at different stages. Furthermore, the SDDP emphasizes to principals and supervisors/advisors the importance of inclusion of students in the decision-making process at schools since students may have constructive suggestions about the use of school resources and safety issues. Such input would be highly useful for principals and teachers.

The central MoE and field directorates would also do well to ensure that schools possess the materials and technology needed to achieve inclusion by providing the best possible learning experience, as well as the required training and materials, to meet the needs of all students.

Domain No .1 :Teaching and Learning - Qualitative Indicators for School Performance Overview

- Teachers generally prepare for their lessons thoroughly, use available resources– including ICT – well, and actively link curriculum content to the real world.
- Teachers use a range of appropriate teaching strategies and classroom organization responding well to individual student's needs and prior learnings. Students are actively engaged in learning.
- Teachers deal well with special needs students, gifted and slow learners, and students with learning, sensory, physical, or mental disabilities. Teachers take account of individual psychosocial needs.
- Students' performances are monitored in a range of systematic, fair, and transparent ways, and effective use is made of the results of this process to ensure individual student progress.
- Patterns of student achievement across the school show steady improvement over time and compare well with national curriculum expectations or other available data.

Domain No. 2: Student Environment: Culture, Climate, and Context- Qualitative Indicators for School Performance Overview

- The school provides a healthy and safe environment that is accessible to all, is well maintained, and supports and enables its mission.
- All school staff work hard to build positive student values and attitudes, developing a culture of positive, high expectations across the school community, encouraging all students to take responsibility for their own learning, and providing a range of opportunities for students to participate in leadership activities.
- The school is active in identifying gender-based issues, such as bullying, discrimination, vandalism, and other anti-social behavior. It draws on available resources to develop policies to deal effectively with these issues. These policies are working well.

Domain No .3 :School and Community - Qualitative Indicators for School Performance Overview

- The school is effective in developing good parental/caregiver involvement
- The school is working to develop productive partnerships with the local community to support the mission and vision of the school and its School Improvement Plan

Domain No .4 :Leadership and Management - Qualitative Indicators for School Performance Overview

- The School's Improvement Plan is soundly based on a well-conducted Self-review process. Staff generally demonstrate ownership of the Plan. The plan has identified appropriate priorities for action and the school has been active in implementing these. There is evidence of improvement resulting from this continuing process.
- The school works effectively as a learning community, providing professional development opportunities for all employees, and offering participatory leadership opportunities for all staff.
- School leadership is effective in deploying available human, financial, and material resources to ensure the efficient day-by-day running of the school, and the implementation of the School's Improvement Plan.
- The school has established productive partnerships with Field Directorate staff – including Advisors – and other members of their school cluster. FD staff are appropriately and effectively involved in supporting the school in the school improvement process.

Data through Monitoring Progress at the School Level

As outlined above, education is typically measured through the collection of EMIS data, with students' learning being measured through different forms of assessment. However, with inclusion, certain forms of assessment are better suited than others to capture its complex dynamics.

Examinations and other metrics of assessment tend to overfocus on students' achievements in literacy and numeracy. This is particularly problematic for inclusion, as a narrow focus on literacy and numeracy ignores other aspects of learning and development and favors learners who test well in these areas.

Standardized testing and examinations have their value; however, it is not only about *what* specific form of testing will be used to measure education but also *how* such tests are used, and *how* the results are interpreted.

For example, tests that are used to assess language proficiency generally favor students whose first language is the language of instruction while students who use Sign language for communication or children with reading and writing difficulties will likely be disadvantaged, and the test results will not accurately depict their proficiency or potential in language. It is likely however that a student's poor score on a language proficiency test will be interpreted more broadly as indicative of the student having a low capacity for language which can lead to false, misleading, and exclusionary conclusions.

A 'performance' model of assessment, which looks at how students apply and show skills and knowledge through various performance tasks, is best suited for measuring inclusion as it focuses on what students can do, as opposed to what they cannot do. Ultimately, as inclusion and diversity in education is complex and multifaceted, a whole school approach to measurement, which utilizes a range of different forms of assessment is best purposed for measurement. The planned assessment reform in Jordan, including the Tawjihi official examinations, will take into account these aspects to make assessment more inclusive.

The '**Index for Inclusion**'¹⁶, initially developed for use in the UK and later adapted for use internationally, is one specific tool that can be used by schools to conduct self-assessments. The Index for Inclusion is a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and students. Schools can use the Index to:

- Adopt a self-review approach to analyze their policies and practices and to identify the barriers to learning and participation that may occur within each of these components.
- Decide their own priorities for change and evaluate their progress.
- Use it as an integral part of existing development policies, encouraging wide and deep scrutiny of everything that makes up a school's activities.

The Index takes the social model of disability as its starting point, builds on good practice, and then organizes the Index work around a cycle of activities that guide schools through the stages of preparation, investigation, development, and review (Booth & Ainscow, 2020).

There are indicators for each of the three components of the Index for inclusion: **(i)** creating inclusive **cultures**, **(ii)** producing inclusive **policies**, and **(iii)** evolving inclusive **practices**.

One example of how the 'Index for Inclusion' can be used as a self-assessment tool in a Jordanian school:

Reflection Questions under **Creating Inclusive Cultures**:

Is the school welcoming to all students, including refugees, children from income-poor backgrounds, children affected by drugs and substance abuse, children with disabilities, and any of the other ten groups of children most vulnerable to exclusion from and within education?

Teachers and school management (as well as children) should reflect on what kind of language they use to talk about disabilities, a refugee from another country, or a child from an income-poor background, or, if we do not have accessible washroom facilities, are we really welcoming children who use a wheelchair for mobility?

Reflecting on these kinds of questions helps to assess how inclusive and welcoming schools really are.

16 [Index for Inclusion - developing learning and participation in schools - Index for Inclusion \(index-for-inclusion.org\)](https://www.index-for-inclusion.org/)

SECTION

Opportunities
for Coordination,
Partnerships between
Key Ministries, and
Advocacy to Support
the Implementation
of the Framework



Education Sector Coordination and Partnership Structure

Support to the Jordanian education sector is longstanding and diverse, targeting the central, field directorate, and school levels in different components, including system strengthening for planning, implementation, monitoring, and reporting; capacity development; information management; inclusive education; infrastructure; child protection; gender equality; advocacy and research mobilization, among others. The ESP (2018-2025) outlines a structure for efficient partnerships and coordination between the Government of Jordan (GoJ) and its Education Development Partners to ensure effective ESP implementation, monitoring, and evaluation. The ESP Partnership and Coordination Structure and its different levels for policy dialogue and technical discussion represent an opportunity to mainstream inclusion and diversity in education and contribute to the implementation of this reference document of the framework. It includes the following coordination groups and platforms at different levels, that can be used to convene partners and coordinate their support to inclusion and diversity in education.

Figure 16. ESP coordination structure



Source: Adapted from the ESP (2018-2025)

Partnerships between Key Ministries

The MoE, together with three main government ministries, including the HCD, are responsible for working towards greater inclusion and diversity in education and disability inclusion. However, all other government ministries need to be onboard to ensure sufficient and sustainable funding; ensure that all government planning and policy processes support the inclusion and diversity in the education agenda; and that all youth are provided with safe employment opportunities and careers with both public and private sectors; and that initiatives related to culture and youth, permeates all innovations and programs within education.

In addition to the three ministries, the National Aid Fund (NAF), the National Centre for Curriculum Development (NCCD), teacher education institutions (e.g., universities and the Queen Rania Teacher Academy (QRTA), and licensed assessment, treatment, and rehabilitation centers are essential partners in the process towards greater inclusion and diversity in education.

Figure 17. Inter-ministerial partnerships and coordination







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Annexes

Annex 1 List of Accredited Health Centers for Diagnostic Services for People with Disabilities under the Ministry of Health

Annex 2 Indicators' Guide for Teachers (in Arabic)

Annex 3 National Referral Pathways for Children with Disabilities

Annex 1 – List of Accredited Health Centers for Diagnostic Services for People with Disabilities Under the Ministry of Health

Ministry of Health-approved diagnostic centers for people with disabilities:

(3 Accredited Centers in the Northern, Central, and Southern Regions of the Kingdom)

Center	Location	Provided Services
First Center: Disability Diagnosis Center, Directorate of Disability and Mental Health Services	Amman - Jabal Al-Hussein	<p>Diagnostic and Evaluation Services: Comprehensive diagnostic and evaluation services, including issuing medical reports, provided by specialists in pediatrics, ENT (Ear, Nose, and Throat), pediatric neurology, psychiatry, rehabilitation, orthopedics, ophthalmology, and speech and language therapist.</p> <p>Mental Capacity Examination: Assessments to evaluate cognitive abilities and mental capacity.</p> <p>Hearing Tests: Comprehensive audiological evaluations and hearing assessments.</p> <p>Guidance Services: Support and guidance services for individuals with disabilities and their families to help them navigate available resources and care options.</p>
Second Center: Disability Diagnosis Center, Princess Rahma Teaching Hospital	Irbid	<p>Provides diagnostic and evaluation services / issuing diagnostic medical reports, the Early Disability Diagnosis Center</p> <p>https://moh.gov.jo/ar/prahma/InfoPageDaynamic/46/171</p> <p>The Early Disability Diagnosis Center offers comprehensive diagnostic services for children with disabilities, ranging from one day old up to 14 years old. The center issues detailed diagnostic medical reports that assist patients and their families in interactions with various institutions, such as the Ministry of Social Development, and the National Aid Fund, and reports for obtaining customs exemptions. Additionally, the center helps with referrals to specialized centers for cognitive, perceptual, and speech rehabilitation.</p> <p>Hospital Therapeutic Medical Services in Pediatrics (Birth to 13 Years):</p> <ol style="list-style-type: none"> 1. Premature and newborn care 2. Pediatric internal medicine and respiratory care 3. Intensive care 4. Surgery and operations 5. Early disability diagnosis 6. Hematological diseases (thalassemia, hemophilia, leukemia) 7. Follow-up in outpatient clinics
Third Center: Al-Hassan Early Disability Diagnosis Center	Karak	<p>Diagnostic and Evaluation Services: Issuing diagnostic medical reports provided by a speech and physical therapy specialist and an ENT doctor.</p> <p>Hearing Tests</p> <p>Eye Clinic</p> <p>Laboratory Medical Tests</p> <p>Counseling and Guidance Services: For people with disabilities and their families.</p>

Annex 2 – Indicators’ Guide for Teachers (only available in Arabic)

Indicators Guide for Identifying Students Who May Have Disabilities in the Classroom 2019



Template of indicators guides for identifying students who may have a disability within the classroom settings (Intended for use by homeroom teachers in formal education).

Template of indicators guides for identifying students who may have a disability within the classroom settings:

The template below outlines indicators that may suggest the presence of a disability in students. It's important to note that this guide is not intended for diagnostic purposes, and not all the indicators mentioned will be evident in every student. Instead, the guide serves to alert teachers to potential concerns that may warrant further evaluation and early intervention by specialists.

This template is utilized by teachers to observe these indicators in students and implement teaching strategies designed to deliver high-quality education, as detailed in the following:

1. Specific strategies designed for addressing each type of disability individually are outlined in the table below

School name:	Class:
Teacher name:	Observation Period From: To:



Observations of Academic Indicators for Cognitive Disabilities	Teaching Strategies	Classroom Settings and Resources	Student Name
Poor visual-motor coordination (eye-hand coordination):	<ul style="list-style-type: none"> Engage students in activities that enhance visual-motor skills, such as (throwing balls at targets, tossing a ball into a basket, jumping into hoops, etc.). 	<ul style="list-style-type: none"> Ensure the school provides necessary accommodations, including safe conditions, visual and auditory aids, and assistive educational technology. 	
Such as: Difficulty writing on the line.	<ul style="list-style-type: none"> Developing visual-motor skills through purposeful activities such as: (threading beads, and Lego building and combining). 	<ul style="list-style-type: none"> Develop and implement clear behavioral rules. 	
Inconsistent spacing between letters and words.	<ul style="list-style-type: none"> Encourage the use of tools like rulers, chopsticks, and fingers to help with spacing between words. 	<ul style="list-style-type: none"> Design the classroom environment to meet the specific needs of the students. 	
Font size varies greatly within words or sentences.	<ul style="list-style-type: none"> Promote writing on clearly marked lines. 	<ul style="list-style-type: none"> Minimize distractions and reduce noise levels in the classroom. 	
Difficulty copying or writing from/on the board.	<ul style="list-style-type: none"> Encourage the student to use their finger to follow along while reading. 	<ul style="list-style-type: none"> Provide students with appropriate assistive technology for completing written tasks. 	
Struggles to distinguish between similar words (e.g., 'Sad' and 'Mad'), affecting writing accuracy.	<ul style="list-style-type: none"> Ensure that when writing on the board, it is clear and free of any traces from previous writing to maintain strong contrast. 	<ul style="list-style-type: none"> Address the student's academic, social, and emotional needs in a respectful manner. 	
Struggles to combine and link letter parts during reading and writing.	<ul style="list-style-type: none"> Use visual cues (e.g., stamps or signs) to guide writing direction. 	<ul style="list-style-type: none"> Allocate space for storing the student's tools and resources. 	
Messy and incorrect handwriting of letters.	<ul style="list-style-type: none"> Use pictures, colors, or symbols to indicate where objects and tools should be placed on the classroom shelves. 	<ul style="list-style-type: none"> Offer opportunities for students to engage in social and sports activities within safe environments. 	
Inability to recognize letters written above or below the line.	<ul style="list-style-type: none"> Mark the right hand (e.g., by drawing a dot) to help students distinguish it from the left for writing. 	<ul style="list-style-type: none"> Ensure both students and teachers have safe and sufficient access to any special devices, tools, or equipment, along with proper training. 	
The inability to identify letters written above or under the line	<ul style="list-style-type: none"> Employ a multi-sensory approach in teaching. 	<ul style="list-style-type: none"> Providing a space to store the student's tools and methods 	
Incorrect spacing between letters, words, and lines.	<ul style="list-style-type: none"> Teachers can divide students into groups and incorporate extracurricular activities. 	<ul style="list-style-type: none"> Providing opportunities for students to participate in social and sports activities within safe environments. 	
Difficulty distinguishing between directions (left and right), such as writing words in reverse (e.g., 'car' as 'rac'):	<ul style="list-style-type: none"> Ensure maximum student focus and attention during skill learning. 	<ul style="list-style-type: none"> Ensure that both students and teachers have safe and easy access to any specialized devices, tools, or equipment, with adequate training provided. 	
Difficulty understanding words that express directions (e.g., above, below, in front of, behind, up, down).	<ul style="list-style-type: none"> Break down information into smaller, manageable units and present it clearly each time. Use acronyms: Coin phrases consisting of the first letter of each sentence to aid in memory retention. Develop a daily activity plan or mark weekly and monthly activities on a calendar. Ensure that frequently used items are kept in familiar, designated places both at home and school. 	<ul style="list-style-type: none"> Utilize the support of peers, volunteers, teaching staff, and specialists, and leverage community resources as needed. 	

<p>Writing in the wrong direction in the notebook (e.g., writing from right to left or solving calculations in reverse).</p>	<ul style="list-style-type: none"> Stimulate the student's memory with memory games. 	<ul style="list-style-type: none"> Ensure the school provides necessary accommodations, including safe conditions, visual and auditory aids, and assistive educational technology. 	
<p>Inability to cross the midline (Linea alba), often resulting in writing in the wrong direction (e.g., such as difficulty passing objects from one hand to the other).</p>	<ul style="list-style-type: none"> Provide clear signals indicating when an activity begins and ends. Position the student away from distractions and closer to the teacher. 	<ul style="list-style-type: none"> Develop and implement clear behavioral rules. 	
<p>Difficulty remembering to write down homework assignments in the student planner.</p>	<ul style="list-style-type: none"> Establish clear time limits for group activities and alarm students when the time is nearly up. 	<ul style="list-style-type: none"> Design the classroom environment to meet the specific needs of the students. 	
<p>Forgetting what was learned in class.</p>	<ul style="list-style-type: none"> Set a time limit for individual activities to encourage independence; guide the student in managing their time by asking how long they need to complete the task, then follow up to remind them when the time is up, reassuring them that they haven't been forgotten. 	<ul style="list-style-type: none"> Minimize distractions and reduce noise levels in the classroom. 	
<p>Difficulty recalling letters and numbers, resulting in inconsistent writing each time.</p>	<ul style="list-style-type: none"> Create a daily schedule of activities (e.g., reading, individual activities, group activities) and ask the student to mark completed tasks. 	<ul style="list-style-type: none"> Provide students with appropriate assistive technology for completing written tasks. 	
<p>Repeatedly rewriting letters to recall the next step in writing; hesitation in beginning to write, leading to uneven and difficult-to-read handwriting.</p>	<ul style="list-style-type: none"> Use examples to clarify instructions. 	<ul style="list-style-type: none"> Address the student's academic, social, and emotional needs in a respectful manner. 	
<p>Struggles to transcribe accurately; takes much longer to copy from a book or board compared to other students who complete the task quickly.</p>	<ul style="list-style-type: none"> Maintain eye contact and address the students by name when speaking to them. 	<ul style="list-style-type: none"> Allocate space for storing the student's tools and resources. 	
<p>Challenges with dictation, such as incorrectly writing letters (e.g. by omitting, repeating, adding, substituting, or distorting their shape).</p>	<ul style="list-style-type: none"> Focus on instructing the students on what they should do rather than what they shouldn't. 	<ul style="list-style-type: none"> Offer opportunities for students to engage in social and sports activities within safe environments. 	
<p>Difficulty with multi-step calculations (e.g., addition, subtraction, division).</p>	<ul style="list-style-type: none"> Use various methods to convey information, such as verbal, auditory, written, visual, gestural, or sensory cues like raising a hand for silence or using picture cards. 	<ul style="list-style-type: none"> Ensure both students and teachers have safe and sufficient access to any special devices, tools, or equipment, along with proper training. Providing a space to store the students' tools and methods Providing opportunities for students to participate in social and sports activities within safe environments. Ensure that both students and teachers have safe and easy access to any specialized devices, tools, or equipment, with adequate training provided. Utilize the support of peers, volunteers, teaching staff, and specialists, and leverage community resources as needed. 	

Easily distracted and struggles to concentrate (unable to focus on a single task for more than 5 minutes)	<ul style="list-style-type: none"> • Break down the lesson into small segments, encouraging continuous review and repetition. • Divide tasks into smaller, manageable parts within a set time frame. • Use memory games and exercises before beginning the lesson. • Encourage the student to repeat information aloud and utilize visual aids, such as charts, pictures, and color-coded tools; to stimulate memory. • Display new words on the board to expand the students' vocabulary. • Use a word bank to store commonly used words and those with similar spelling. • Provide the student with additional time as needed to complete assignments and activities. • Highlight keywords and phrases with colors or underline them and encourage the student to read them. • Teach the student to remember words by writing them in the air. • Using colored paper or pens can be beneficial for some students. • Encourage the student to take notes and record information in different ways. • Motivate the student to participate in class, even if it's by answering questions on a small board or using flashcards. 		
Weak concentration and poor listening skills (unable to follow conversations)			
Difficulty following instructions or strategies			
Inability to organize and complete tasks, often moving from one activity to another without finishing the first.			
Frequently loses or damages school supplies (e.g., pencils, notebooks) noticeably and often.			
Often forgetful (e.g., forgets what was just learned or immediately forgets instructions)			
Exhibits academic challenges and slow progress, particularly in Arabic and Mathematics.			
The discrepancy between verbal and written responses (e.g., reads 'quick meals' but writes 'fast meals').			
Challenges with retaining information (e.g., names, months, days, letters), often omitting parts of words while reading.			
Adds extra words not in the original text, or additional syllables or letters while reading.			
Reverses letters and reads words or syllables backward, as if seen in a mirror, while reading.			

Repeats words or sentences when encountering a challenging word or phrase (e.g., "I went to... I went to... I went to school" repeating the phrase "I went").	<ul style="list-style-type: none"> • Encourage the student to use a task checklist, marking off each task as it is completed. • Focus on content when grading assignments. • Support should extend beyond academic abilities; it's important to highlight and nurture the students' strengths. • Leverage the students' abilities and strengths in class, and work on boosting their self-confidence by emphasizing their positive traits. • Provide targeted support to enhance handwriting skills. • Regularly seek feedback from the students to ensure their understanding of the material. • Simplify or rephrase ideas and questions to ensure they are easily understood by the students. • Break down skills into smaller ones, provide clear and straightforward instructions, and avoid giving multiple commands at once. • Consistently gather feedback from the students to verify their comprehension of the topic. • Enhance reading skills for visually impaired students by bringing materials closer to them. • Allow ample time for students with disabilities to complete the required tasks. 	
Fails to comprehend the text's meaning due to an over-focus on reading.		
Reverses numbers and letters, as if viewing them in a mirror while writing.		
Mixes up directions, writing words and syllables from left to right.		
Omits some letters from a word or deletes a word from a sentence during spelling.		
Adds an unnecessary letter to a word or inserts an unnecessary word into a sentence during dictation.		
Confuses numbers with similar shapes or opposite directions, such as: mixing up (6 and 9) or (5 and 2).		
Reverses the order of digits in numbers, such as changing (25) to (52).		
Difficulty associating numbers with their correct symbols, such as hearing the number (9) but writing (8) instead.		
Reads quickly and inaccurately.		
Reads very slowly.		
Reads irregularly and inconsistently across lines.		
Seems to struggle with understanding the teacher's instructions.		
Fails to respond to spoken instructions.		

Difficulty recalling the correct names for different objects.	<ul style="list-style-type: none"> • Encourage the students to use a task checklist, marking off each task as it is completed. • Focus on content when grading assignments. • Support should extend beyond academic abilities; it's important to highlight and nurture the student's strengths. • Leverage the students' abilities and strengths in class, and work on boosting their self-confidence by emphasizing their positive traits. • Provide targeted support to enhance handwriting skills. • Regularly seek feedback from the students to ensure their understanding of the material. • Simplify or rephrase ideas and questions to ensure they are easily understood by the students. • Break down skills into smaller ones, provide clear and straightforward instructions, and avoid giving multiple commands at once. • Consistently gather feedback from the students to verify their comprehension of the topic. • Enhance reading skills for a visually impaired student by bringing materials closer to them. • Allow ample time for students with disabilities to complete the required tasks. 	
Struggles to answer questions when participating in a group discussion.		
Attention deficit disorder (Challenges in concentrating during lessons, maintaining focus for only short periods, being easily distracted, with a short attention span, and possible hyperactivity).		
Deficiencies in various cognitive functions.		
Difficulty with memory retention, particularly short-term memory.		
Struggles to understand abstract concepts and has a limited ability to generalize them.		
Reading difficulties (challenges with word recognition, word reading, and comprehension).		
Writing difficulties (weak written expression, poor spelling, and struggles with handwriting).		
Math challenges (difficulties with quantitative reasoning, arithmetic, spatial awareness, and recalling arithmetic facts).		
Limited ability to think critically and apply prior experiences and skills to solve problems.		
Struggles to grasp the relationships between different concepts.		
Difficulty noticing the activities of others while focusing on a specific task.		
Omits words and sentences while reading.		
Difficulties with copying from the board and writing down information accurately.		
Struggles to follow worksheets with extensive text.		

Observations of Behavioral and Emotional Indicators	Teaching Strategies	Classroom Settings and Resources	Student Name
Exhibits frequent fidgeting, moving hands and feet excessively, or shifting around in their seat (which can be disruptive to others).	<ul style="list-style-type: none"> Establish a set of instructions, rules, and procedures within the classroom in collaboration with the students. 	<ul style="list-style-type: none"> Ensure the student is seated near the teacher or a supportive peer. 	
Frequently leaves their seat without an apparent reason, drawing attention.	<ul style="list-style-type: none"> Utilize visual aids or stimuli for behavior modification, such as traffic light cards (green for positive reinforcement, yellow for caution, and red for correction). 	<ul style="list-style-type: none"> Create low-distraction workspaces to support focused study sessions and smooth test-taking experiences. 	
Talks excessively and inappropriately, often interrupting others during conversations or discussions.	<ul style="list-style-type: none"> Focus on positive behaviors rather than negative ones. Use quick gestures, like a thumb-up, to provide immediate feedback and reinforce the students' good behavior. 	<ul style="list-style-type: none"> Create safe environments that encourage student participation in social and sporting activities. 	
Rushes to answer questions often responding before the question is fully asked and without seeking permission). Finds it challenging to wait for their turn, showing impatience.	<ul style="list-style-type: none"> Manage your own stress and emotions, as students can easily sense and be affected by them. 	<ul style="list-style-type: none"> Implement behavioral guidelines to maintain a positive classroom or school environment, preventing negative interactions between students. 	
Displays mood swings and stubbornness.	<ul style="list-style-type: none"> Encourage the student to choose friends with similar interests, without imposing. For example, send positive notes home with the students, written in their notebooks. 	<ul style="list-style-type: none"> Minimize distractions in the classroom to help students stay focused and engaged in learning. 	
Becomes easily irritated by others.	<ul style="list-style-type: none"> Incorporate breathing exercises, such as asking the students to take deep breaths through their nose. 	<ul style="list-style-type: none"> Leverage the support of peers, volunteers, teaching staff, and specialists. 	
Shows signs of frustration and annoyance during class activities.	<ul style="list-style-type: none"> Allow the students to stand up and do quiet exercises periodically. 	<ul style="list-style-type: none"> Utilize community resources as needed to support student learning and well-being. 	
Struggles with social skills (finding it difficult to behave appropriately in social situations and form meaningful relationships or friendships).	<ul style="list-style-type: none"> Seat the students at the front of the class, close to the teacher, to minimize distractions and ensure better engagement. 		
Becomes upset and nervous, particularly when reading, resulting in slow and hesitant reading.	<ul style="list-style-type: none"> Minimize distractions in the classroom environment to help the students focus. 		
Appears anxious when asked to perform certain physical activities, such as sports movements, due to a fear of falling.	<ul style="list-style-type: none"> Ensure that instructions are clear, precise, and well-communicated, either in writing or verbally. 		
Demonstrates emotional behaviors in the classroom, such as aggression, isolation, or shyness, that are not observed outside the classroom.	<ul style="list-style-type: none"> Choose a seating position for the students that optimizes their ability to focus and learn, preferably near the front of the class. Encourage the students to actively participate in classroom activities, without underestimating their abilities or lowering expectations. 		

Observations of Behavioral and Emotional Indicators	Teaching Strategies	Classroom Settings and Resources	Student Name
	<ul style="list-style-type: none"> • Reinforce the students' correct responses immediately and appropriately. Vary the reinforcement to maintain its effectiveness. • Recognize and acknowledge successful attempts, avoiding excessive focus on unsuccessful ones. • Encourage consistent use of visual aids, such as wearing glasses as needed. • Encouraging the students to participate in class activities. • Promote organization among students by keeping their tools and supplies tidy and in their designated places. • Organize the classroom settings to enhance focus on relevant stimuli, particularly for students with disabilities. • Remove distracting stimuli and encourage students to focus on the relevant aspects of their learning environment. • Ensure the student sits in a front-row seat where they are comfortable and have a clear view of the board or instructional materials. 		

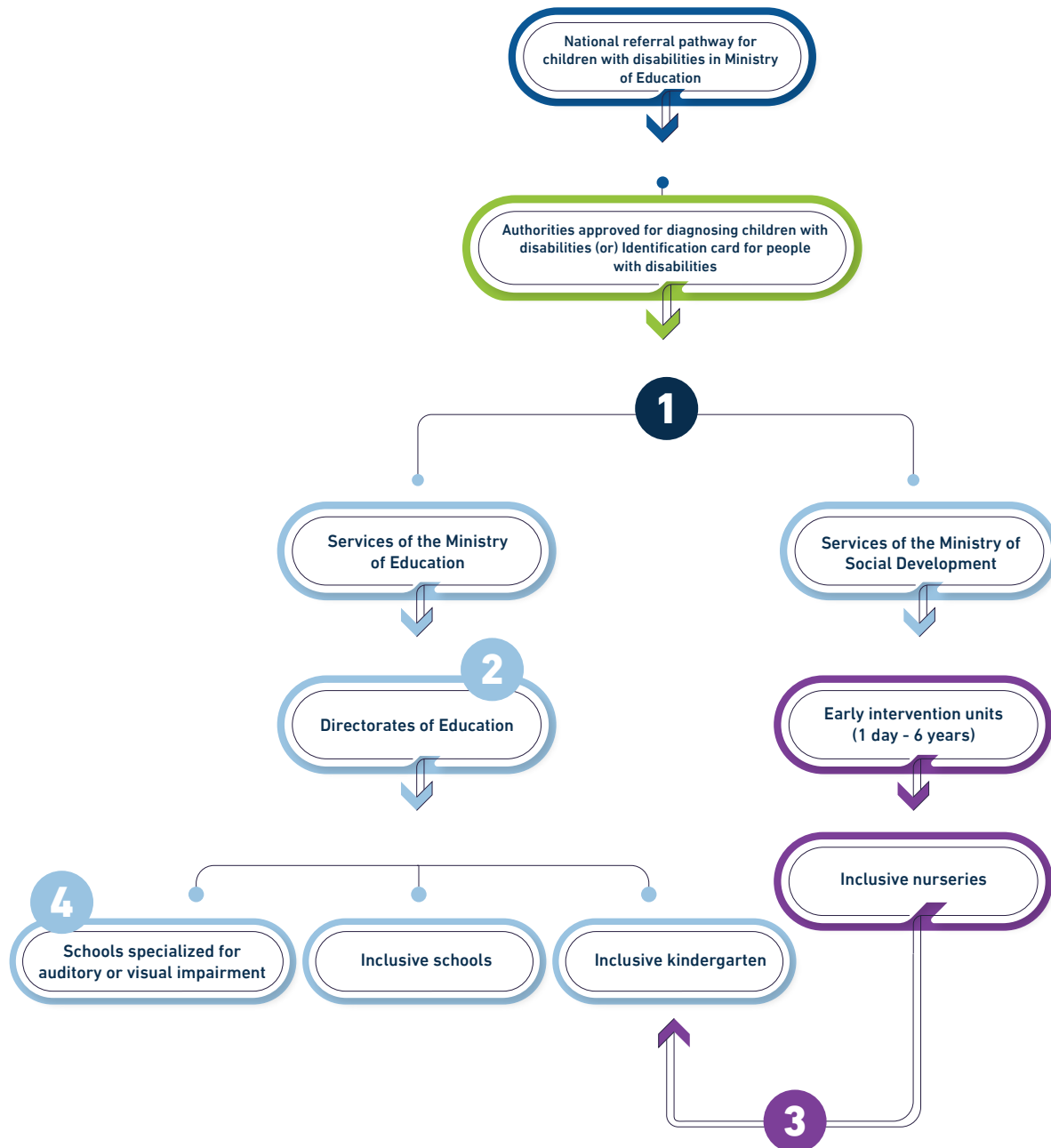
Observations of Physical and Mobility Indicators	Teaching Strategies	Classroom Settings and Resources	Student Name
Poor motor skills (difficulties with both gross and fine motor coordination).	<ul style="list-style-type: none"> • Ensure the students maintain a healthy and proper sitting posture. 	<ul style="list-style-type: none"> • Ensure the school provides necessary accommodations and accessibility features to create a safe environment for all students. 	
Struggles with navigating new or unfamiliar environments.	<ul style="list-style-type: none"> • Allow the students to take breaks if they are exerting significant effort while writing. 		
Difficulty moving through environments with distractions (visual, auditory, or movement obstacles), often leading to repeated collisions with objects.	<ul style="list-style-type: none"> • If the student uses a wheelchair, ensure the classroom is on the ground floor and has wide doors for easy access. • Organize the classroom to provide ample space for students to sit and move around comfortably, with sufficient space between seats. 	<ul style="list-style-type: none"> • Address the student's physical needs with respect and care, fostering a sense of dignity. 	
Inability to independently navigate stairs.	<ul style="list-style-type: none"> • Select a seating position that allows the student easy access to the board. 	<ul style="list-style-type: none"> • Allocate space for securely storing student devices and equipment. 	
Difficulty with basic physical tasks, such as throwing and catching a ball.	<ul style="list-style-type: none"> • Ensure that assistive devices are positioned correctly for the student's use. 	<ul style="list-style-type: none"> • Create safe environments that allow students to engage in social and sports activities. 	
Tends to lose balance easily during physical activities.	<ul style="list-style-type: none"> • Encourage other students to keep the classroom floor clean, especially around the assistive devices used by students with disabilities. 		
Challenges in performing various motor skills (such as: walking, using fingers, or picking up objects).	<ul style="list-style-type: none"> • Instruct students not to tamper with or use the wheelchair or any supportive devices belonging to the student. 	<ul style="list-style-type: none"> • Ensure students with mobility disabilities have safe and adequate access to their specialized devices, and that teachers are equally equipped. 	
Difficulties in fine motor skills (buttoning buttons, fastening zippers, opening containers, or turning on faucets)	<ul style="list-style-type: none"> • Make necessary modifications in the classroom, such as adding weights to stabilize the hand or providing a slanted board to facilitate writing. 	<ul style="list-style-type: none"> • Train school staff, including the student's teachers, on the proper use of the student's medical equipment to effectively meet their needs. 	
Presence of physical deformities in one or more external body parts (e.g., spinal curvature, deformities in the hands).	<ul style="list-style-type: none"> • Encourage the student to consistently use their personal assistive tools and remind them to bring these tools to school. 		
Amputation of one or more external body parts.	<ul style="list-style-type: none"> • Provide regular breaks for students with mobility disabilities to prevent fatigue. 	<ul style="list-style-type: none"> • Leverage the support of peers, volunteers, teaching staff, and specialists, and utilize available community resources as needed. 	
Requires the use of movement aids.	<ul style="list-style-type: none"> • Offer assistance with daily life skills, such as tying shoes or fastening buttons and zippers, by the teacher, assistant, or specialist. 		
Tires quickly after minimal physical exertion.	<ul style="list-style-type: none"> • Ensure the physical therapist trains the student, teaching assistant, or teacher on how to safely transition the student between the wheelchair and the school seat and remind the student to maintain proper posture. • Design classes, sports, and recreational activities that accommodate the abilities of students with disabilities. • Avoid subjecting the student to strenuous activities that could lead to excessive fatigue. • Handle the student gently when providing assistance, avoiding any forceful movements. • Continuously encourage the student to use their personal assistive tools and ensure they bring them to school. 		

Observations of Sensory Indicators (visual, auditory)	Teaching Strategies	Classroom Settings and Resources	Student Name
Requires close attention to the teacher's facial expressions and lip movements to fully grasp spoken instructions.	<ul style="list-style-type: none"> Ensure that the student's hearing aids are functioning properly (if they rely on them). Speak at a clear and moderate volume, avoiding extremes in pitch, and maintain a steady pace. 	<ul style="list-style-type: none"> Provide specialized equipment (such as video tapes, and frequency transmission systems), and auditory support devices (like Loop Systems). 	
Improves comprehension by maintaining direct focus on the speaker and often requests repetition for clarity.	<ul style="list-style-type: none"> Ensure the student has an unobstructed view of the teacher's facial expressions and lip movements. 	<ul style="list-style-type: none"> Be aware of the impact of environmental noise on students with hearing impairments. 	
Heavily relies on peers to understand instructions and follow commands.	<ul style="list-style-type: none"> Emphasize to the class the importance of allowing the teacher to see students' facial expressions and lip movements during explanations and communication. 	<ul style="list-style-type: none"> Use curtains, reduce visual clutter on windows, and apply rubber tips to chair legs to minimize noise and create a quieter learning environment. 	
Needs hearing aids to enhance auditory processing.	<ul style="list-style-type: none"> Employ various strategies to actively encourage the student's participation in communication. 	<ul style="list-style-type: none"> Ensure the student is focused before beginning the lesson; a light touch on the shoulder or a visual cue can help capture their attention. 	
Struggles with maintaining visual contact or direct eye contact with the speaker.	<ul style="list-style-type: none"> Arrange the classroom to minimize distractions and help the student focus on essential stimuli. 	<ul style="list-style-type: none"> Keep instructions clear, concise, and consistent, repeating them verbatim as needed to avoid confusion. 	
Reads by glancing sideways or indirectly, often fixating on a specific point rather than the text.	<ul style="list-style-type: none"> Eliminate unnecessary distractions to help the student concentrate on key aspects of the lesson. 	<ul style="list-style-type: none"> Write keywords and phrases on the board and wait until the student is focused on you and has had time to read and understand them before speaking. 	
Finds it challenging to interpret facial and body expressions correctly.	<ul style="list-style-type: none"> Position the student in the front row and consult with them to find the most comfortable spot for viewing the board. 	<ul style="list-style-type: none"> Maintain eye contact when addressing the student directly. Repeat or rephrase information when necessary and reinforce understanding by writing key points on the board. 	
Closes eyes when exposed to bright light due to sensitivity.	<ul style="list-style-type: none"> Ensure that lighting is indirect, avoiding glare on the board. 	<ul style="list-style-type: none"> Learn and use basic sign language to facilitate communication with hearing-impaired students. 	
Frequently narrows or blinks eyes, possibly indicating discomfort.	<ul style="list-style-type: none"> If the student is sensitive to light, seat them away from windows, or provide a small cardboard for added comfort. 	<ul style="list-style-type: none"> Arrange seating in a circle or semicircle to allow students with hearing impairments to see both the teacher and their peers simultaneously. 	
Displays nystagmus (involuntary eye movement).	<ul style="list-style-type: none"> Assess the need for visual aids, such as magnifying lenses or prescription glasses, to support the student's learning. 	<ul style="list-style-type: none"> Avoid positioning yourself in front of windows or light sources that might cause glare when speaking. 	
Holds reading materials excessively close, with the nose nearly touching the page, even when using prescription glasses.	<ul style="list-style-type: none"> Make sure students with disabilities are familiar with the classroom and school layout to ease navigation. 	<ul style="list-style-type: none"> Connect the school bell to visual cues, such as lights or video clips. 	
Relies on tactile input, needing to touch objects to fully understand them.	<ul style="list-style-type: none"> Encourage classmates to offer assistance to those who may need extra support. Write on the board using large, clear letters to accommodate students with visual impairments. 	<ul style="list-style-type: none"> Consider potential obstacles when making changes in the classroom and explain these adjustments to the student to ensure comfort and ease of movement. Provide adequate workspace for students to engage with tangible materials or required technology. 	

Observations of Sensory Indicators (visual, auditory)	Teaching Strategies	Classroom Settings and Resources	Student Name
Requires close attention to the teacher's facial expressions and lip movements to fully grasp spoken instructions.	<ul style="list-style-type: none"> • Read aloud what is written on the board to ensure comprehension. • Prepare key teaching aids in advance to enhance the learning experience. 	<ul style="list-style-type: none"> • Take students' needs and preferences into account when setting up blackboards and whiteboards, ensuring they are accessible. • Be mindful of lighting, avoiding direct light sources that could strain the student's eyes. • Equip the classroom with necessary materials, such as reading and writing boards, desks, and chairs, tailored to individual student needs. • Offer additional storage space for equipment and audiovisual materials, keeping the learning environment organized and accessible. • Maintain a visually uncluttered environment, ensuring a clear visual field for all students. • Utilize available resources, assistive technology, and support from peers, volunteers, and specialized teaching teams to enhance the learning experience. • Clearly outline lesson objectives, regularly review previous material, and summarize lessons to reinforce understanding. • Communicate academic requirements, assignments, and test dates in a clear and organized manner. • Use the student's name frequently to ensure they feel included and to signal when they are expected to participate. • Provide clear, verbal explanations before, during, and after tasks to ensure comprehension. • Describe textbook images in detail to support the student's understanding. • Offer opportunities for the student to develop and practice life skills, enabling full participation in school life. • Foster visual competencies, including depth perception, color perception, and concentration speed, which are essential for success in academics, sports, and future careers. 	
Improves comprehension by maintaining direct focus on the speaker and often requests repetition for clarity.			
Heavily relies on peers to understand instructions and follow commands.			
Needs hearing aids to enhance auditory processing.			
Struggles with maintaining visual contact or direct eye contact with the speaker.			
Reads by glancing sideways or indirectly, often fixating on a specific point rather than the text.			
Finds it challenging to interpret facial and body expressions correctly.			
Closes eyes when exposed to bright light due to sensitivity.			
Frequently narrows or blinks eyes, possibly indicating discomfort.			
Displays nystagmus (involuntary eye movement).			
Holds reading materials excessively close, with the nose nearly touching the page, even when using prescription glasses.			
Relies on tactile input, needing to touch objects to fully understand them.			

Annex 3 - National Referral Pathways for Children with Disabilities

National referral pathway for children with disabilities in the MoE



1. After obtaining a diagnosis from the authorities accredited to diagnose children with disabilities, parents review the relevant centers and directorates to obtain educational services.

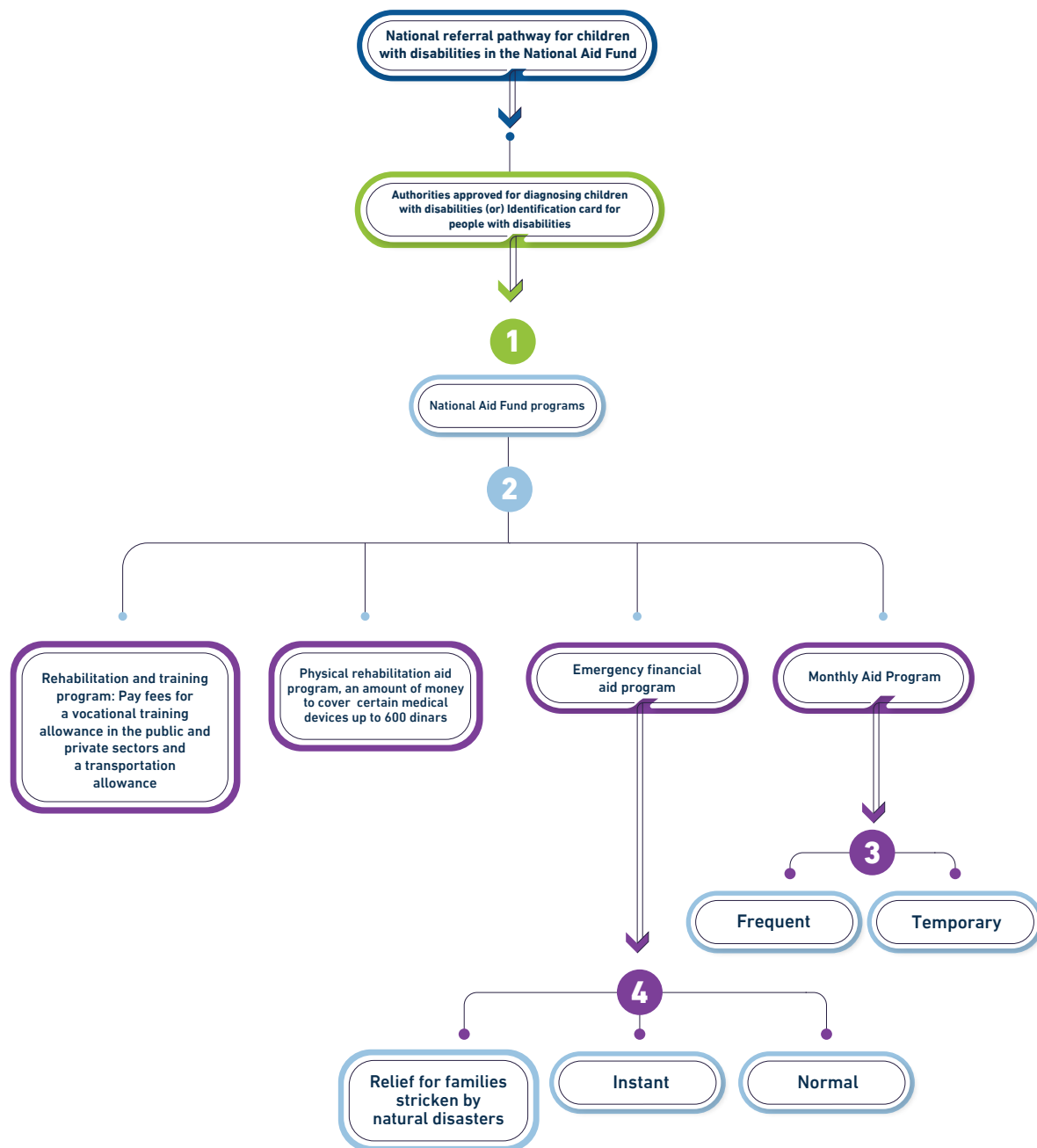
2. Parents can refer to the education directorates to obtain enrollment in kindergartens, schools and specialized schools for people with hearing or visual disabilities. Parents can also go directly to register the child in any of the aforementioned educational facilities. A child with a disability can also registers for any stage of education at any time during the semester.

3. The child's file is transferred with the transition plan to kindergarten, as there is no mandatory referral system between nurseries and kindergartens, and parents can review the kindergarten to register their children directly.

4. It is possible to directly register in specialized schools for children with hearing or visual disabilities.

Note: The dashed line means that this path is not considered mandatory and is up to the decision of the concerned specialist.

National referral pathway for children with disabilities in the National Aid Fund



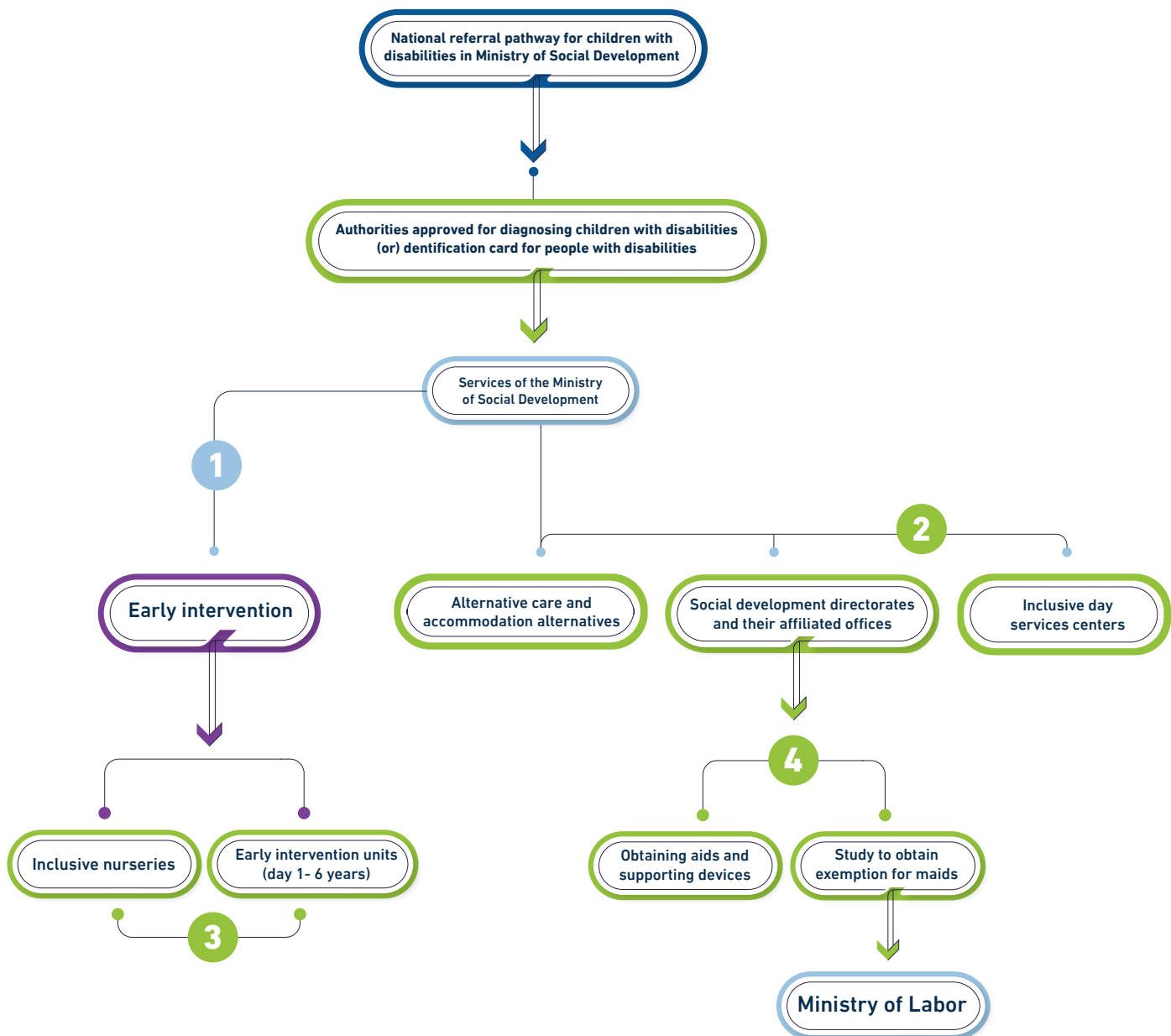
1. It is required to obtain a diagnostic report from the authorities approved for diagnosing children with disabilities to benefit from the services of the National Aid Fund.

2. A study and evaluation of families of children with disabilities shall be studied and evaluated before obtaining the service according to the category and number of families eligible for aid, and according to the economic and social conditions.

3. The monthly recurring aid is provided to the beneficiaries whose status does not change, and this includes families caring for children with disabilities. As for temporary aid, it is provided to groups in temporary conditions such as those with total disability and alternative families.

4. The emergency financial aid program is money amounts disbursed to individuals and families going through emergency or exceptional circumstances that make them in need of assistance, and it is divided into several sections: the regular is given to families going through specific exceptional emergency conditions such as the death of a breadwinner, and immediate, which are simple sums that are disbursed immediately to the needy who seek service. And relief for families afflicted by natural disasters: where urgent aid is provided to the afflicted families to be secured with adequate shelter during the period of their affliction. As all of these services include children with disabilities.

National referral pathway for children with disabilities in the MoSD



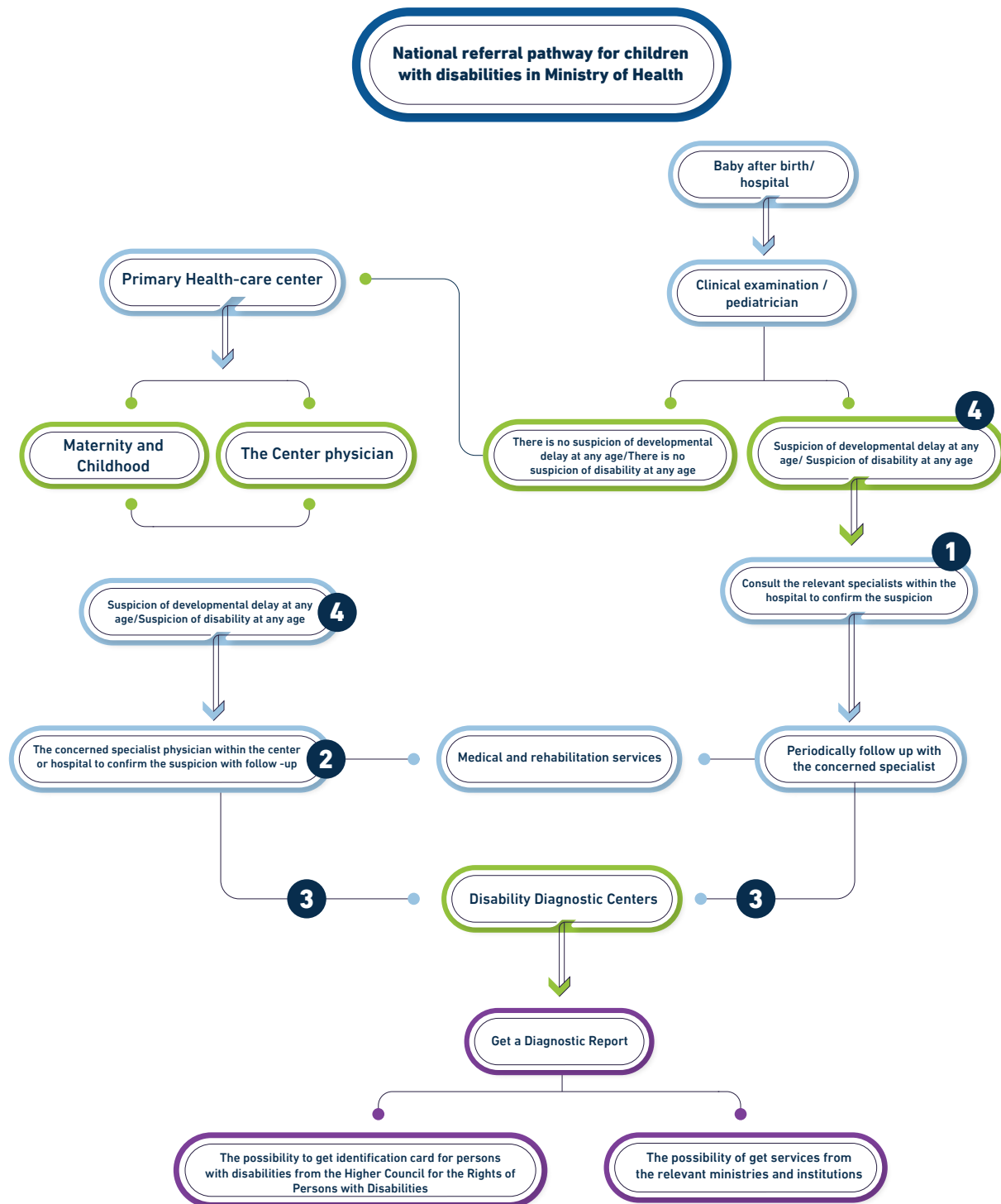
1. The diagnostic report is obtained from the authorities accredited to diagnose children with disabilities in order to obtain services of the Ministry of Social Development. If the child is less than 4 years old and has a developmental delay, parents can refer to the intervention units directly.

2. The day centers offer sports, artistic, recreational and cultural activities, in addition to support services, "physiotherapy, occupational therapy, speech and language therapy, and family counseling for children up to the age of 18 years".

3. Coordination between early intervention units and inclusive nurseries to secure the transfer of the child's file will take place with the transitional plan for the nursery teacher to complete the work on this plan.

4. After completing the family's social study, it is referred to the Ministry of Labor to start the procedures for obtaining a maid exemption.

National referral pathway for children with disabilities in the MoH



1. Consult the relevant specialist physician to confirm the diagnosis and follow-up

2. When a developmental delay or disability is suspected at any stage of the child's growth and development, they will be sent to the relevant specialist physician within the primary health center or hospital to request a consultation through the referral form to confirm the diagnosis and follow-up.

3. Refer the child to the Diagnostic Center for Disabilities to obtain the report and thus obtain services from the relevant ministries and the private sector.

4. Suspicion means that the doctor performs early detection of indicators of disability or developmental delay inside the hospital after childbirth or within the motherhood and childhood department of the health center.

Note: The dashed line means that this path is not considered mandatory and is up to the decision of the concerned specialist.

