



Developed jointly with:



المجلس الأعلى لحقوق
الأشخاص ذوي الإعاقة
Higher Council for the Rights of
Persons with Disabilities (HCD)

The 10-Year Strategy for Inclusive Education

SUSTAINABLE
DEVELOPMENT
GOALS



**The 10–Year Strategy for Inclusive Education
Based on the Text of Article (18/ h) of the Law on the Rights of
Persons with Disabilities (20) of the Year 2017**

**Our rights are one; our methods are different
Inclusive education is a right for everyone**

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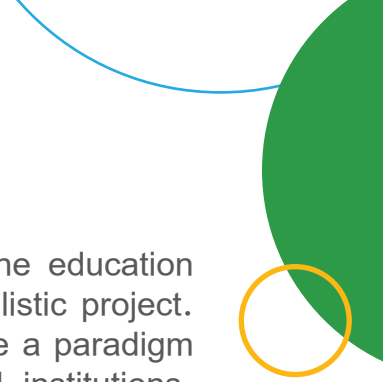
Foreword by the President of the Higher Council for the Rights of Persons with Disabilities, His Royal Highness Prince Mired Raad Zeid Al-Hussein

In the Name of God, the Most Merciful

This 10-Year Strategy for Inclusive Education is a translation of the provisions of the Law on the Rights of Persons with Disabilities No. (20) of 2017 and a reflection of the significance of this topic. Nothing could be more important than the right of persons with disabilities and others to education; the right to education is not up for debate. It is one of the fundamental rights recognized by the constitutions of the world and the various conventions and agreements on human rights. In asserting the right to education, the Jordanian Constitution does not differentiate between persons with disabilities and others. Rather, it obliges the State to ensure the enjoyment and exercise of this right by everyone, on an equal basis with others and without any form of discrimination.

Figures from the Department of Statistics, per the 2015 census, show that 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. We must all work to avoid this issue by addressing the root causes of this problem so that the solutions proposed by all concerned are serious, creative and capable of handling the problem and its expected consequences.

In the past decade, Jordan achieved great strides in the field of the rights of persons with disabilities. This progress has not yet impacted the issue of education despite its importance as a priority on the agendas of nations in this rapidly evolving world. The truth is that we have the vital elements that enable us to be pioneers in inclusive education, not only at the regional level but also globally. We have the obstinate political will to change and to improve the rights of persons with disabilities as we also have the supportive legislative environment represented by the new Law on the Rights of Persons with Disabilities. Moreover, we have the technical expertise and knowledge that we are proud of, and in which we must invest to improve our country and promote the rights of persons with disabilities.



The experiences of others confirm that our aspiration to make the education sector inclusive and receptive of diversity is an ambitious and realistic project. Countries like Ghana and Uganda and others were able to achieve a paradigm shift in supporting persons with disabilities in public educational institutions. The conditions in these countries are similar to ours, if not even more difficult. Therefore, what we aim to achieve through this strategy is to develop an inclusive educational system that is for everyone.

Furthermore, developed countries have made inclusive education their strategic choice because of its significant economic benefits and returns compared to education in restrictive and isolated environments. In the medium and long term, inclusive education remains the most effective and the least expensive option. It is an effective tool in diminishing unemployment and in reducing crime and harmful social behaviors. This makes the financial costs of inclusive education much lower than education in restricted and segregated environments.

There are still people who believe that inclusive education ‘has a negative impact on other students’ and that special education in restrictive and isolated environments ‘is best suited to students with disabilities.’ This is in addition to other beliefs based on stereotypes that are not supported by documented scientific evidence. Studies and research conducted in the United States, Canada and other countries show that inclusive education has a completely positive impact on all students, whether they have a disability or not. It contributes to the development of their abilities and provides them with new and qualitative skills. It also promotes a culture of the acceptance of diversity and differences in children at a young age. On the other hand, education in isolated environments would narrow the scope for future employment opportunities in the job market and would create a generation of unemployed people. Economic stress might drive those people to be inactive members of society, or worse, they could be potentially harmful to society. Dealing with such negative results is very costly and requires massive efforts. Such a situation could be avoided if we follow a more comprehensive approach that embraces the values of diversity, difference and active participation while promoting inclusion in society.

I am confident that our country will undergo a paradigm shift and a radical change in the area of the rights of persons with disabilities, in general, and the right to education in particular. We have started the journey and have come a long way, and we are all determined and insistent to complete the process and achieve the goal we all aspire to reach. This goal is to create a better reality for persons with disabilities to live independently and freely, on the basis of justice, equality, and equal opportunities.

May God protect Jordan and its good people under the leadership of His Majesty King Abdullah II Bin Al Hussein, the prime supporter of our issues and our work.

Mired Raad Zeid Al Hussein



Foreword by the Minister of Education

I would like to express my sincere respect and appreciation to those brothers and sisters who are in charge of the 10-Year Strategy for Inclusive Education. This strategy is the continuation of a series of rights-based services to persons with disabilities, and it came as an extension of the Hashemite continuous efforts that target persons with disabilities to enable them to practice their right to education.

The Ministry of Education (MoE) is in charge of enforcing social justice and maintaining the right to education for all segments of society. Therefore it provides particular care and attention to children with disabilities and endeavors to further develop and include them within the educational and learning process, on an equal basis with their peers without disabilities.

Through this strategy, the MoE strives to promote services for all students, to alleviate the burden off their parents' shoulders and to share their ambitions. Moreover, the MoE works in all its programs to activate inclusive education for students with disabilities, given its significance within the process of learning and education, while also promoting the future development of their educational path. In addition, the MoE raises awareness of the culture of human diversity among children, as well as instills the acceptance and coexistence of difference from an early age, so that every child is mainstreamed in society in a functional and mutually supportive process.

Inclusive education programs are a qualitative transition in the MoE's approach toward services geared toward students with disabilities. The MoE believes that the success of an inclusive process depends primarily on collaborative efforts between local and educational communities, with the MoE working to launch a nationwide campaign aiming to raise awareness of the importance of activating inclusive education programs at public and private schools, as well as to the importance of involving all parties to ensure the success of this campaign.



MoE activates partnerships and agreements with organizations and councils relating to persons with disabilities in order to implement inclusive education programs. Collaboration with the Higher Council for the Rights of Persons with Disabilities took the form of preparing and training teachers and providing logistical support in all issues pertaining to individuals with disabilities, such as courses in sign language, Braille and the disability etiquette or the etiquette of communicating with students with disabilities.

The MoE is looking to develop the implementation plan of the 10–Year Strategy for Inclusive Education to promote the provision of quality education and learning for all students, including those with disabilities. In addition, the MoE is working to provide the inclusive and accessible infrastructure and develop the capacities of the cadres working with students with disabilities, to provide the optimal educational and learning experience that will enable them to study both the scientific and literary schemes on an equal basis with their peers without disabilities.

Finally, I hope that God may grant the MoE and all those concerned success in implementing the 10–Year Strategy for Inclusive Education, producing viable positive outcomes, which contribute to the realization of the strategy’s goals in increasing the number of students with disabilities in mainstream schools and providing them with all the prerequisites to inclusive education, leading to their full enjoyment of the right to quality education in an inclusive learning environment that promotes the acceptance of difference and diversity.

▶ Consultation Committee Members of the 10–Year Strategy for Inclusive Education

The Ministry of Education and the Higher Council for the Rights of Persons with Disabilities (HCD) express their most sincere appreciation and gratitude to the chairman and members of the advisory committee as they oversaw the preparation of the 10–Year Strategy for Inclusive Education. Much obliged to the active participation of the committee, and their contribution in developing the strategy as a national reference, which aims to achieve the inclusion of persons with disabilities within the education sector and all its facilities in order to achieve equality for all. A sincere thanks to the following:

No.	Name	Institute/ Organization
1	Dr. Jameel Al Semadi	University of Jordan
2	Dr. Mayada Al Natour	University of Jordan
3	Dr. Mohammad Ali Meheidat	University of Jordan
4	Dr. Zuhair Zakaria	Expert– Freelancer
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6	Dr. Ruba Albatayneh	National Center for Curriculum Development
7	Dr. Wedad Akrouk	Al Masar Center– Sana Society
8	Dr. Alia Jaradat	MoE– Special Education Department
9	Dr. Sami Mahases	MoE– Training & Supervision Directorate
10	Dr. Saleh Al Shurafat	University of Al Albeit
11	Rana Qawar	UNICEF
12	Rana Shaban	Al Ahliya School for Girls
13	Maysa Al Asmar	Mercy Corps
14	Ghadeer Hamarneh	Alliance Academy Jordan
15	Abd Al Majeed Al Shamalawi	Queen Rania Training Academy
16	Haneeh Al Hiyasat	Princess Taghreed Institute
17	Hala Ibrahim	Expert– Freelancer
18	Renad Al Salaiteh	Queen Rania Foundation
19	Ghadeer Alharis	Higher Council for the Rights of Persons with Disabilities
20	Lubna Alajlouni	Higher Council for the Rights of Persons with Disabilities
21	Ibrahim Alzoboun	Higher Council for the Rights of Persons with Disabilities

▶ Introduction


According to UNESCO, **inclusive education** should secure and ensure the right of all children with disabilities to access, attend, participate and succeed in their mainstream local school. Inclusive education requires building the capacity of the neighborhood school staff and removing physical barriers that prevent the access, attendance and participation of persons with disabilities in order to provide quality education to all students and achieve educational goals in this area.¹ **Inclusive education is defined as** placing all students, regardless of any challenges they may face, in their age-appropriate general education classes in their neighborhood schools to receive all high-quality supportive services and programs that enable them to succeed in core curricula.²

In line with these definitions, 10-Year Strategy for Inclusive Education stresses the need to establish a culture of commitment to **the education of all students, including students with disabilities in mainstream schools, as part of the policy, practice and responsibility of the Ministry of Education.**

This strategy is based on a set of values, principles, legislation, and foundations that ensure that students with disabilities enjoy **full citizenship and undiminished rights** in the field of education to enable them to reach the fullest potential and academic abilities and to provide services to them on the basis of equal opportunities and non-discrimination.

The strategy embraces the values of **justice, equality and the acceptance of diversity.** It views students with disabilities as part of the student community, and at the core of the learning-teaching process. It promotes their right to quality education alongside their counterparts without disabilities in an **inclusive learning environment.**

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- 1 United Nations Educational, Scientific and Cultural Organization (2018). Defining the scope of inclusive education. [PDF file] Retrieved from https://unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_58fc96e5-0c90-4f99-9859-3f43127961d8?_=265773eng.pdf.
 - 2 Bui, X., Quirk, C., Almazan, S., & Valenti, M. (2010). Inclusive education research and practice. Maryland Coalition for Inclusive Education, 1-14.
Alquraini, T., & Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. International Journal of Special Education, 27(1), 42-59.



Various international conventions and agreements recognize the need for educational policies and practices that accommodate all learners. **The United Nations Convention on the Rights of Children of 1989**³ was ratified by Jordan, and it affirms the right of all children to education and training, to achieve self-reliance and social inclusion as much as possible. **The Declaration of the 1994 UNESCO International Conference** in Salamanca, Spain⁴ furthered the rights of students with disabilities to education on an equal basis with their peers without disabilities. **The Convention on the Rights of Persons with Disabilities**⁵ of 2006 was ratified by Jordan and published in the Official Gazette in 2008: Article 24 affirms the right to education to **ensure that persons with disabilities are not excluded from free and compulsory primary or secondary education** on the basis of disability. They should be enabled to have access to education on an equal basis with their peers without disabilities. At the same time, **the fourth goal of the Sustainable Development Goals (SDGs)**⁶ of (2015–2030) emphasizes quality education, education for persons with disabilities, eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable groups by 2030. These groups include persons with disabilities. It also includes building educational facilities that respond to the needs of all children both with and without disabilities. Additionally, the existing educational facilities should be upgraded, and an effective, safe and non-violent learning environment has to be created for all to improve the lives of persons with disabilities and achieve sustainable development.

At the national level, **the Jordanian Constitution guarantees the right to education for all**. Article (6) of the Constitution stipulates: “The State shall guarantee work and education within the limits of its means and shall ensure peace of mind and equality of opportunity for all Jordanians.” **Law (20) of 2017 on the Rights of Persons with Disabilities** confirms the right to education and “prohibiting the exclusion of a person with a disability from any educational institution on the basis of or due to disability.” They cannot be deprived of their right to be accepted and included into schools. Articles 17, 18, 19, and 20 also stress that “educational policies, strategies, plans and programs should incorporate the requirements of educating persons with disabilities in order to help them achieve the full enjoyment of their right to education and access to all programs, services, facilities and educational institutions.” **The Education Strategic Plan of the Ministry of Education, 2018** and the **National Strategy for Human Resources Development (National Center for Human Resources Development 2016–2025)** include goals that aim to **raise the enrollment rate of students with disabilities** and improve education to **include all students**, without discrimination so as to have a quality and effective education in line with global development.

3 The United Nations. (1989). Convention on the Rights of the Child. Treaty Series, 1577, 3. [PDF file] Retrieved from <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>.

4 United Nations Educational, Scientific and Cultural Organization (1994). The Salamanca Statement and Framework for Action on Special Needs Education. [PDF file] Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000098427>.

5 The United Nations (2007). Convention on the Rights of Persons with Disabilities and Optional Protocol. [PDF file] Retrieved from <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>.

6 United Nations (2015). Sustainable Development Goals. SDG4. Retrieved from <https://sustainabledevelopment.un.org/sdg4>.

A recent study shows that “the challenge facing Jordan now along with many other countries in the North and South is to successfully implement inclusive education programs throughout the Kingdom to significantly improve enrollment rates for children with disabilities who are not in school and to maintain a good educational system.

This is a great opportunity for Jordan to take the lead in the Middle East and North Africa, but it also requires commitment, imagination, creativity and, of course, more resources”.⁷ The study also recommends that Jordan should “consider developing inclusive schools with specialized centers that include sources of support for inclusive education rather than developing a system of independent and costly schools dedicated to students with disabilities, a process which is questionable and may not be capable of meeting inclusive education requirements according to broader definitions of such education or social integration”.⁸

This study highlights some pioneering practices in the field of inclusive education in several high-income countries such as Finland and the United Kingdom. In Finland, for example, students with disabilities are taught in neighborhood schools and in 2014, 7.3% of children received ‘intensive support’ and 7.5% received ‘special support.’ The Finnish education system provides education to students with disabilities in mainstream schools without the need for a medical diagnosis.

Furthermore, **inclusive education has been proven to also work in countries with limited resources** such as Uganda and India. Uganda provides some of the best practices in addressing the issue of school drop-outs. Some of these practices include programs for school feeding, counseling, and support for children with disabilities by teachers and peers.

7 Shepherd, J. (2018). Education for Out-of-School Children with Disabilities in Jordan (2018-19): review of policies, strategies and programmes in relation to out-of-school children with disabilities; report and recommendations to increase the enrolment rates of disabled children.

8 Ibid.



▶ Common Misconceptions about Inclusive Education⁹

There are common misconceptions about inclusive education, ranging from social, economic, educational and practical angles. The most prominent of these are:

1. ‘Inclusive education has a negative impact on children without disabilities.’
In fact, this common misconception is refuted by specialized studies and practical experiences in the United States and elsewhere. It has been shown that educating children without disabilities with their peers with disabilities contributes to creating a positive environment that instills the values of diversity, acceptance and mutual respect. Additionally, **inclusive education benefits everyone** so that students without disabilities benefit and become more skilled in many subjects, especially in mathematics and reading.
2. ‘Inclusive education is more expensive than special education.’
Many studies show that special education is at least up to nine times more expensive than inclusive education. Education in special and restricted environments requires infrastructure, transport, equipment and additional costs for the target group. Exclusion and isolation have negative consequences of increasing unemployment chances and high crime rates, among others. These factors make **inclusive education more socially effective, more economically beneficial** and less costly to the state treasury in the medium and long terms.
3. ‘Education in separate and isolated schools and classes¹⁰ is more effective and beneficial to persons with disabilities.’
In fact, since the 1970s studies have categorically refuted this belief and have proved that inclusive education contributes effectively and quickly in **raising the efficiency and skills of students** with disabilities and helps **to improve their academic performance effectively**. In addition, inclusive education contributes to raising community awareness and promoting positive attitudes among students and teachers.

9 Ideas in this section are derived from the research conducted by Hayes, A. M. & Bulat, J. (2017). Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries, RTI Press. [PDF file] Retrieved from <https://www.rti.org/rti-press-publication/inclusive-ed-systems-policies/fulltext.pdf>.

10 This does not include resource rooms in schools that play an important role in providing supportive programs to support the education of students with disabilities.

4. 'Inclusive education should not be applied or even mentioned until after the general education of students without disabilities has been achieved.'


There is no doubt that **the right to education is guaranteed to all by the constitution**. It is unacceptable to prioritize the enjoyment and exercise of this right based on the existence or absence of disability so that the education of persons with disabilities is postponed until the completion of the education of others. This discriminatory path contradicts with the ethical principles and contents of the International Bill of Human Rights and other relevant international conventions.

5. 'Inclusive education is a kind of luxury specific to developed countries with abundant resources.'

The fact is that this belief contradicts with the international human rights conventions ratified by most countries of the world, including states with limited and medium resources. It also contradicts with the constitutional principles of those countries that recognize that the right to education is guaranteed to all. Moreover, **the fourth goal of the SDGs commits all countries of the world to provide inclusive education** for students with disabilities like their peers without disabilities. It is not even possible to compare the financial costs required by the application of inclusive education with the significant negative economic, social and political effects on Jordanian society and economy resulting from the exclusion of persons with disabilities from education.

► Inclusive Education: The Status in Jordan

The current teaching approach of students with disabilities is based on educating them in a separate and non-inclusive learning environment. This requires a comprehensive review of all education policies and legislation to reduce exclusion policies and practices and **to institutionalize inclusive education** as an inherent right based on the principles of equality and equal opportunities. With the exception of the **Law on the Rights of Persons with Disabilities No. (20) of 2017**, current legislation does not include public, non-public or vocational educational opportunities for all students with disabilities to ensure that they address the causes of their dropping out of schools. They also do not find flexible and innovative solutions that combine school education with vocational training programs or vocational education. These should be done in cooperation with a group of stakeholders such as persons with disabilities, their families and organizations as well as other ministries to create a holistic approach to learning and development.



Statistics by the Ministry of Education for the academic year 2018/2019 show that the number of students enrolled in mainstream schools reached 1,396,868 students, while the number of students with various types of disabilities served by the Ministry of Education reached 21,859.¹¹ Statistics from the Ministry of Social Development for 2018 indicate that the number of students with disabilities served in the centers and institutions affiliated with the Ministry and the private sector reached 5,859 students. This means that the total number of students with disabilities with educational or quasi-educational services is 27,694. Such statistics show that the percentage of students with disabilities receiving educational services in the Kingdom is 1.9 percent of the total number of students.

According to international and local studies and estimates, the percentage of students with disabilities is estimated at 10% of the total number of students.¹² This indicates that there is a real problem in the area of the right to education for persons with disabilities, especially considering the official figures issued by the Department of Statistics which indicate that **approximately 79% of the total number of persons with disabilities of school age do not receive any form of education.**

Several reports and studies conducted in Jordan confirm that **the current education system has been unable to adequately respond to the needs of students with disabilities.**¹³ There are gaps in equal access to educational programs in terms of physical access to educational facilities and to curricula. This is due to challenges facing the education system in creating attractive educational conditions, environments and supportive teaching strategies for students that take into account differences and reject discrimination on the basis of disability. A 2014 study on the education of students with disabilities in Jordan notes that “students with disabilities enrolled in schools do not receive adequate support because their schools did not make appropriate adjustments for them, despite the existence of specific policies.”¹⁴

The lack of effective enforcement of relevant legislation regarding the right to inclusive education led to a gap between this legislation and the requirements for the provision of specialized services needed to promote the inclusion of persons with disabilities into the education sector. Therefore, reality shows that there is a weakness in the special educational services of most students with disabilities.¹⁵ Nonetheless, and while the Ministry of Education has cooperated and partnered with local and international civil society organizations and institutions to implement many initiatives in inclusive education in its schools, these initiatives have not been institutionalized within the Ministry’s general education system to ensure the development of community policies, practices and cultures to create an educational environment that reduces barriers to attendance, participation and learning by students with disabilities.

11 Ministry of Education. (2018). Education Strategic Plan 2018 – 2022. [PDF file] Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP_English.pdf.

12 Derived from consultations within the 10-Year Strategy for Inclusive Education Consultation Committee.

13 Ibid.

14 Abu-Hamour, B., & Al-Hmouz, H. (2014). Special education in Jordan. *European Journal of Special Needs Education*, 29(1), 105–115.

15 Ibid.

Moreover, these initiatives often do not provide the necessary support to stimulate interaction between students with disabilities and their environment and the continuity of these initiatives after the end of funding provided by donors. Finally, they do not cover all regions of the Kingdom. However, these initiatives and the enthusiasm of a number of staff, specialists, experts and the cooperation with the Higher Council for the Rights of Persons with Disabilities are positive elements that enhance this present strategy.


► Rationale for Inclusive Education

The right to education is one of the principles established by the international charters and the relevant human rights conventions. Additionally, these instruments affirm the rights of all persons to enjoy this ‘guaranteed’ right. Inclusive education for persons with disabilities is at the core of this right. Indeed, there are justifications that make inclusive education the basis, foundation and priority among the available options. These justifications are:

1. **Depriving students with disabilities of inclusive education is incompatible with the essence of human rights and fundamental freedoms**, in particular, the right to education, social integration, individual autonomy, freedom of choice and decision-making. The denial of education has significant long-term negative effects on the political, social and economic spheres.¹⁶
2. **There are many academic and social benefits and positive impacts of inclusive education on children with and without disabilities** as demonstrated by studies and scientific research. Students showed a higher percentage of academic progress in inclusive classrooms rather than traditional special education classes. A two-year study from the U.S., for example, showed academic progress for students in inclusive classrooms. 41.7% of students with learning disabilities made progress in mathematics in general education classes compared with 34% in traditional non-inclusive specialized learning environments.¹⁷
3. **Inclusive education plays an active role in preparing a child with a disability to be able to live independently** instead of living in environments that encourage dependence as the case is in residential institutions. Inclusive education further contributes to promoting employment opportunities and active participation in society. Interaction among children with disabilities and their peers without disabilities also breaks long-term social barriers and discriminatory attitudes, which can, in turn, lead to greater inclusion and community participation.

¹⁶ The Global Partnership for Education (2020). Education. Retrieved from <https://www.globalpartnership.org/education>

¹⁷ Waldron, N., Cole, C., & Majd, M. (2001). The academic progress of students across inclusive and traditional settings. Bloomington, IN: Indiana Institute on Disability & Community.

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4. As mentioned above, **inclusive education is less expensive than special education** in the medium and long terms. Inclusive education creates environments that include everyone and meet their needs. In addition, it provides a positive context that contributes to the participation of persons with disabilities in the labor market. What is more, it reduces unemployment rates and the existence of exclusionary and isolated environments, thus preventing consequences such as high crime rates and the prevalence of negative social and individual behaviors, which in turn require considerable financial resources to address.

► **Expected Challenges and Risks to Implementing Inclusive Education:**

Extensive research and interviews were conducted with civil society organizations including persons with disabilities and their organizations, as well as academics, experts, specialists and parents of persons with disabilities. This led to the identification of Jordan's main obstacles and challenges to achieving inclusive education. The following are the most significant ones that have been identified:

1. **The prevalence of a negative stereotype of disability.**
This is a major obstacle to efforts aiming to promote the concept of inclusive education for children with disabilities.
2. **Limited financial resources as well as the scarcity of qualified human resources in the area of inclusive education at the Ministry of Education.**
This is in addition to the scarcity of qualified staff in the directorates of the Ministry of Education in the field and in schools that are capable of adapting curricula and developing educational and teaching strategies that suit the requirements of students with disabilities.
3. **Negative attitudes** by some school administrators and teachers towards the inclusion of students with disabilities in their classrooms, and the **lack of awareness** of the importance of including persons with disabilities by educational and teaching staff and families in general.
4. **Lack of a supportive environment** for the education of persons with disabilities in terms of providing reasonable accommodation and accessibility in schools. For example, there is a lack of expertise in adapting curricula and teaching strategies with the educational requirements of persons with disabilities. This is in addition to a lack of support services in schools such as sign language, Braille, providing curricula in accessible formats, providing speech therapy, physiotherapy, and occupational therapy.
5. **Lack of knowledge** of assistive technology and the reasonable accommodation necessary to enable students with disabilities to interact and learn in an inclusive learning environment.

► Objectives of the 10–Year Strategy for Inclusive Education

The General Goal

By 2031, the percentage of school–aged children with disabilities enrolled in mainstream schools **reaches 10%** of the total number of school–aged children with disabilities, while **providing them with all the requirements of inclusive education**. This would enable them to achieve the **full enjoyment of education and access to all programs, services and facilities in educational institutions**. They will also have access to **quality education** in an educational environment that accepts difference and diversity and provides a supportive learning and teaching environment for all students.

Specific Goals

1. To render all educational policies and legislation in accordance with the values and practices that promote inclusive education.
2. To create positive attitudes towards the inclusion of students with disabilities in education and raise awareness of its importance.
3. To identify students with disabilities through an integrated and comprehensive educational assessment and respond to their various educational/learning needs.
4. To render school buildings and facilities accessible to persons with disabilities.
5. To develop curricula and teaching strategies that meet the requirements of inclusive education.
6. To develop and strengthen the professional capabilities of the cadres working in education so that they meet the requirements of inclusive education.
7. To develop inclusive educational programs for preschool children.
8. To include persons with disabilities who drop out of school and those not enrolled in schools in non–formal educational programs.
9. To conduct studies and scientific research in the field of inclusive education and to develop databases.



► Strategy Components

To achieve the overall goal and specific objectives of the 10–Year Strategy for Inclusive Education, the strategy has been divided into nine components. These cover various technical, cognitive and practical aspects to achieve an inclusive learning environment in which persons with disabilities have the right to interact and reach maximum academic achievement.

Following are the components of this strategy:

► The First Component: Policies and Legislation

This component is a prerequisite and the legal basis upon which field procedures and practices for inclusive education are governed. In addition, policies and legislation on inclusive education should not be separated from the general educational policies and legislation governing the work of the Ministry of Education as the body directly responsible for the education of school–aged children.

The importance of this component lies in the following:

1. The focus on the role of the Ministry of Education in educating students with disabilities as the only official body authorized to do so.
2. The institutionalization of the requirements for inclusive education within the policies of the Ministry of Education. These reflect on the legislation governing the educational process in accordance with modern trends and best practices in the field of inclusive education at the global and national levels.
3. The founding of an inclusive education system rests upon specific, clear and binding educational policies and legislation. These include the measures that must be taken to ensure that students with disabilities receive a quality education that meets their educational needs, on an equal basis with their peers without disabilities.
4. The improvement of the linkages between all the inclusive education initiatives implemented through international donors and non–governmental organizations to ensure their institutionalization, continuity and complementarity.


This component aims to achieve the following:

1. Ensure the right of students with disabilities to inclusive education by providing a supportive legislative environment.
2. Include the rights and issues of persons with disabilities in the policies, strategies, plans and programs of the Ministry of Education and the relevant authorities.
3. Provide access to quality education for students with disabilities on the basis of equality and equal opportunities with their peers without disabilities.
4. Include and accept students with disabilities in educational institutions as part of human diversity and non-discrimination on the basis of disability.
5. Establish a mechanism for monitoring and evaluation.

These objectives can be achieved through a range of activities such as:

1. **Reviewing current legislation** regarding the admission of students with disabilities into public schools and reviewing curricula. This includes teaching methods and teaching guides, teachers and support service providers and others to comply with inclusive teaching and learning strategies, the philosophy of inclusive education and how to implement it. Regulations and statutes should be developed so that they include the basics of admitting children with disabilities and mainstreaming them in nurseries, kindergartens and schools in the Kingdom in accordance with the **Law on the Rights of Persons with Disabilities No. (20) of 2017**.
2. **Forming a steering committee to develop a national vision for inclusive education**, in addition to facilitating the exchange of experiences, advice on implementation, and monitoring progress in inclusive education.
3. **Developing the criteria for adopting inclusive programs**¹⁸ and establishing a monitoring and evaluation system for inclusive education.
4. **Developing a procedural manual for schools** outlining the procedures to be followed to implement inclusive education.

¹⁸ This includes the development of inclusive school standards and curricula development standards to ensure that they include the rights of persons with disabilities, promote a culture of difference and diversity, and reject discrimination on the basis of disability.

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5. **Determining the financial and human resources needed** to implement inclusive education programs and develop a system of financial and moral incentives at the school and faculty level to ensure the effective implementation of inclusive education.
 6. **Including the core requirements of inclusive education in the general and vocational education programs** and monitoring the financial allocations necessary for their implementation.
 7. **Coordinating with higher education institutions and cooperating with them** to conduct research vis-à-vis the development of inclusive education and the development of study plans for the relevant disciplines to meet the requirements of inclusive education.

► **The Second Component: Awareness, Media and Advocacy**

Raising awareness and information are two of the elements necessary to successfully implement inclusive programs. The development of positive attitudes towards the inclusion of students with disabilities in mainstream schools by teachers, students, parents and the local community will facilitate the process of inclusive education. These attitudes play an active role in **creating positive trends** in society that contribute to the acceptance of students with disabilities and the promotion of their right to education, on an equal basis with their peers without disabilities.

Therefore, it is necessary to raise awareness on the importance of inclusion and its social, cultural and economic benefits. Work should also be done **to change the common negative stereotypes about disability**, including ideas like ‘the presence of children with disabilities in classrooms can negatively affect the learning of others’.

As previously mentioned, research has shown the positive impact of inclusive education on all children, unlike common misconceptions. It could be demonstrated that the presence of children with disabilities can contribute to removing barriers to learning for others.¹⁹ UNICEF also recommends developing partnerships among the Ministry of Education, mosques, churches and local councils to promote the goal of inclusive education.²⁰

19 Rieser, R. (2012). Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities. Commonwealth Secretariat.

20 United Nations Children’s Fund (2014). Jordan Special Report on School Drop-Outs, Geneva: UNICEF.

The importance of this component lies in the following:

1. Emphasizes the key role of different media organs in creating positive attitudes in society towards students with disabilities and their right to inclusive education. It also changes common traditional beliefs and misconceptions about disability such as ones claiming that the presence of children with disabilities in classrooms can adversely affect the learning of others.
2. Highlights the role of mosques and churches in raising awareness on the rights of persons with disabilities, including the right to education.
3. Confirms that positive attitudes of teachers, students, their parents and the community will contribute to the success of inclusive education programs and procedures.
4. Promotes the importance of inclusive education for children with disabilities and how this contributes to improving their chances and opportunities in life.

This component aims to achieve the following:

1. Raise awareness on the right of persons with disabilities to inclusive education and its economic, social and cultural benefits to all members of society.
2. Create positive attitudes among teachers, students, their parents and the community towards inclusive education.
3. Reduce negative traditional practices that isolate students with disabilities within centers outside of the mainstream educational setting.
4. Raise community awareness in Jordan about the rights of persons with disabilities, including the right to education and social inclusion.
5. Raise the efficiency of media organs in dealing with and reporting issues of persons with disabilities, following a rights-based approach.



These objectives can be achieved through a range of activities such as:

1. **Conducting media campaigns** in various media channels and on social media platforms.
2. **Including concepts** that reflect disability as part of human diversity in curricula and textbooks.
3. **Training the cadres of the Ministry of Education and its directorates** on the rights-based approach and the rights of persons with disabilities and the means of communicating effectively with them.
4. **Training media professionals** on the handling of disability issues by the media, in line with the rights-based approach to media coverage.
5. **Training persons with disabilities and their organizations** on advocacy campaigns.
6. **Directing religious discourse** to talk about the rights of children with disabilities to education and social inclusion.
7. **Highlighting, documenting and disseminating success stories** in order to promote positive attitudes towards the inclusion of persons with disabilities and raising awareness about their issues in general.

► **The Third Component: Identification, Diagnosis and Support and Referral Programs**

Diagnosis is a basic prerequisite for the implementation of inclusive education programs as it helps in identifying students with a disability, to conduct a psychological and educational assessment, to determine their access requirements to inclusive education and to refer children to receive early intervention services. However, **the lack of diagnosis should not be a barrier to school enrollment, nor should doctors determine the child's right to access to education.**


A standardized, multidisciplinary approach for assessing children with disabilities should be introduced to ensure a comprehensive diagnosis. Diagnosis of children with disabilities, data collection and monitoring of such data are a clear challenge to Jordan, which makes it difficult to plan carefully for full inclusive programs. It requires continued investment in diagnostic centers and staff training to enable the Ministry of Education to provide supportive educational services for students with disabilities at an early stage. The Ministry of Health and the Ministry of Social Development play a complementary role in establishing a sustainable system of diagnosis, assessing and developing effective support and referral programs for students with disabilities.

The importance of this component lies in the following:

1. It ensures that the aim of the diagnosis is to identify students with disabilities and to determine their requirements for access into inclusive education services and institutions.
2. It highlights the importance of identification and diagnosis as important factors in the success of inclusive education.
3. It emphasizes the importance of having a multidisciplinary team in accredited diagnostic centers.
4. It highlights the importance of early intervention programs in developing the capacities of children with disabilities and in guiding their families.

This component aims to achieve the following:

1. Identify students with disabilities and respond to their access requirements to inclusive education.
2. Identify remedial programs, effective educational plans and appropriate inclusive education prerequisites for students with disabilities.

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3. Design and prepare individual educational programs and behavioral modification programs suitable for students with disabilities.
 4. Provide diagnostic tools, methods, and psychological, and standardized educational tests tailored to suit the Jordanian environment according to the approved diagnostic and evaluation criteria.
 5. Develop the capacity of workers in the field of educational assessment and diagnosis.

These objectives can be achieved through a range of activities such as:

1. **Preparing educational assessment and standardized diagnostic criteria** and the development of a protocol clarifying the procedures to be followed in the diagnosis process.
2. **Providing and developing diagnostic tools, methods, and psychological and educational tests** tailored to suit the Jordanian environment, and training specialized cadres on how to implement them.
3. **Forming multidisciplinary teams** comprising psychologists, educational psychologists, speech and language therapists, physiotherapists, occupational therapists, classroom teachers, special education specialists and one or more experts in inclusive education in the directorates of the Kingdom. This is in addition to an expert in the field of the rights of persons with disabilities and ensuring that persons with disabilities and their relevant organizations are represented in these taskforces or committees.
4. **Conducting periodic screening** of children in kindergartens and in maternity and childhood centers to identify the manifestations of disability, growth and developmental delays in order to provide them with supportive services at an early stage.
5. **Conducting both initial and periodic screening** to monitor the growth and development of children in kindergartens and schools to identify children with disabilities, children with developmental delays and children at risk.
6. **Referring children identified through the screening procedures** to the authorized diagnostic bodies and refer them to receive early intervention services.
7. **Determining the requirements to inclusive education** for students with disabilities in light of the results of psychological and educational assessment conducted by the multidisciplinary team.

► **The Fourth Component: Accessibility and Reasonable Accommodation**

The first step in the implementation of inclusive education is to **make accessible the infrastructure in schools and educational facilities in line with the Building Code Requirements for Persons with Disabilities**. This would allow students with disabilities to have access to school buildings and facilities without physical barriers. It also provides reasonable accommodation, equipment, tools and supplies needed by students with disabilities as basic components of inclusive education.

The Ministry of Education recognizes that the structure and planning of school buildings can constitute clear barriers for students with physical disabilities to access education. Furthermore, the Ministry emphasizes that the use of rented schools is a real obstacle to these amendments. Existing school buildings are particularly problematic as some modifications may be costly, but can be addressed through a range of construction works, starting from average cost modifications, e.g. setting ramps and elevators to low-cost modifications such as moving some classrooms to lower floors. The Education Strategic Plan outlined several plans to improve school buildings and infrastructure.²¹


The importance of this component lies in the following:

1. It emphasizes the right of persons with disabilities to inclusive education in a physical environment free from obstacles and barriers of all kinds.
2. It considers reasonable accommodation a basic requirement for the enjoyment of the right to education on an equal basis with others and without any form of discrimination or exclusion.

This component aims to achieve the following:

1. Provide a friendly and enabling learning environment for all students and to respond to the requirements of access by persons with disabilities to school buildings, facilities and educational services on an equal basis with their peers without disabilities.
2. Provide reliable and clear mechanisms to enforce and follow up on the application of the Building Code Requirements for Persons with Disabilities in existing and new school buildings.

21 Ministry of Education (2018). Education Strategic Plan 2018 – 2022. [PDF file] Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP_English.pdf.

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3. Invest in a range of low or no cost adaptation methods in the physical or learning environment that can be applied as quickly as possible, such as moving classrooms to lower floors.
 4. Ensure that children with disabilities have easy access to schools through the provision of low-cost and well-prepared school transportation methods.

These objectives can be achieved through a range of activities such as:

1. **Making educational buildings in line with the Building Code Requirements for Persons with Disabilities.**
2. **Providing pioneering models of accessible transport** for children with disabilities.
3. **Providing educational tools, supplies and aids** required for the provision of inclusive education.
4. **Providing reasonable accommodation, assistive technology and devices** in line with prerequisites to education for students with disabilities in schools.
5. **Modifying teaching and learning strategies and curricula** to ensure that all children with disabilities have access to education and providing textbooks, manuals and audio-visual materials in accessible formats.
6. **Providing support centers in the directorates of the Ministry of Education** to design, maintain and modify the various educational devices and tools used by children with disabilities.
7. **Providing education to all children with hearing impairment** by using sign language and making the necessary arrangements for those who lip-read, including providing them with hearing aids as needed.
8. **Developing mechanisms** to ensure that all new school buildings are designed according to the requirements of the Building Code Requirements for Persons with Disabilities, and following up on the necessary adjustments to be made to the physical environment of existing schools.

► **The Fifth Component: Learning and Teaching ‘Educational Programs’**

Providing quality education for all students, including students with disabilities within the mainstream school system is the goal of inclusive education. This is done by amending educational methods, school curricula and teaching plans so that they take into account the educational requirements of children with disabilities.


Reconsidering traditional educational programs has become necessary in order to harmonize these and to adjust them to meet the educational requirements of students with disabilities. The use of a number of effective teaching strategies in accordance with the latest scientific practices is an essential element of the educational programs that must be provided. Teachers have to be trained on these strategies and programs, and guides must be prepared on how to implement them.

The importance of this component lies in the following:

1. It provides an inclusive learning environment for all students, including students with disabilities and meets their educational and learning needs.
2. It provides learning and educational opportunities for students with disabilities on a basis of justice and equality with their peers without disabilities.
3. It ensures the right of students with disabilities to receive quality education by providing prerequisites for access to educational curricula, and providing educational programs that support inclusive education.

This component aims to achieve the following:

1. Develop curricula, teaching strategies and exam systems to meet the requirements of inclusive education.
2. Apply global best practices in processes and procedures for inclusive education, tailoring such practices to suit the local context.
3. Utilize assistive technology to support education in the classroom for students with disabilities.
4. Develop programs and manuals for the educational requirements of students with intellectual and severe disabilities whom current curricula cannot accommodate.

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5. Commit educational institutions to implementing inclusive education programs and prepare students with disabilities enrolled in both mainstream schools and separate or segregated educational centers and schools for enrolment into mainstream schools.
 6. Develop standardized procedures to adapt curricula for students with disabilities.

These objectives can be achieved through a range of activities such as:

1. **Applying inclusive education procedures** based on the principle of the least restrictive environment in mainstream schools and within tiered levels or interventional strategies ‘within the classroom’ depending on the type and severity of the disability.²²
2. **Applying the principle of adapting the curriculum** (textbooks, teaching guides, service providers, educational methods, etc.) to meet the requirements of all students with a focus on the needs and requirements of students with disabilities.
3. **Using assistive technology** in educating children with disabilities in early intervention programs and mainstream schools.
4. **Building a functional curriculum** for daily life skills that suits the access requirements to the right to inclusive education for children with disabilities.
5. **Developing programs to provide rehabilitation and development of functional and life skills** for children with intellectual and developmental disabilities from the sixth grade onwards, and which is not accommodated by current curricula.
6. **Committing specialized educational centers and schools** for students with disabilities to implement inclusive programs gradually in the Kingdom’s schools.
7. **Providing educational alternatives as a transitional phase in the Kingdom’s schools for students with severe disabilities**, such as providing additional support in ‘support classrooms’ connected to mainstream schools. These additional classes will be supportive and complementary to complete the process of full inclusion of students with disabilities in mainstream classes, and will in no way substitute mainstream classes.²³

22 California State University Los Angeles (2016). PROFESSIONAL DEVELOPMENT MODULE. Improving Instruction, Accessibility, and Outcomes. Retrieved from <https://cedar.education.ufl.edu/mtss-udl-di-dev/>.

23 Appropriate inclusive and transitional educational alternatives may be used for some students with severe disabilities who are not fully

► The Sixth Component: Human Resources and Capacity Building

Determining the ability to implement effective and inclusive education in Jordan depends to a large extent on commitment, training and positive behavioral attitudes towards inclusion. Implementing inclusive education successfully also depends on the willingness of cadres working in education to adopt and achieve inclusive education goals. This necessitates a review of pre-service teacher training programs and in-service qualification training. It also requires the provision of staff from the Ministry of Education — including policy-makers and field directorates — support teachers and specialists and therapists in the field of pronunciation, language, occupational therapy, physiotherapy and specialist psychological experts who would work as a multi-disciplinary team

The importance of this component lies in the following:

1. It develops the capacity of school principals, teachers, support and administrative specialists in the prerequisites and knowledge requirements in inclusive education.
2. It trains and enables school principals to provide an inclusive school environment and prepares teachers to educate all students in the classroom to respond to individual differences among students with disabilities and provide effective and quality education for all.
3. It highlights the importance of providing support teachers in the classroom, and the presence of specialists to provide support services for students with disabilities, such as occupational and physical therapy, speech therapy and psychological counseling as a prerequisite to quality education of the latter.
4. It develops the capacity of supervisors in the directorates of the Ministry of Education working in the field, given their role in supporting inclusive education in schools.
5. It develops the planning skills of Ministry of Education staff in light of the importance of administrative decisions for building an inclusive school system.

included into mainstream classes at the present time.



This component aims to achieve the following:

1. Prepare school principals, supervisors and teachers in the Ministry of Education schools and train them in inclusive educational concepts, strategies and tools.
2. Provide support staff of specialists such as support teachers, support specialists and educational supervisors to implement inclusive education.
3. Include inclusive education courses in pre- and in-service teachers' training and refresher programs.
4. Coordinate with higher education institutions to include study plans relevant to inclusive education requirements.
5. Benefit from model-inclusive schools experts in order to share and disseminate good practice.

These objectives can be achieved through a range of activities such as:

1. **Reconsidering teacher training programs** in Jordanian universities and other educational institutions to include specialized topics in inclusive education.
2. **Including inclusive education in all teacher training programs** approved by the Ministry of Education.
3. **Training principals, supervisors and teachers of the Ministry of Education** so as to develop their skills on inclusive education, taking into account that these training programs should be accessible to persons with disabilities.
4. **Training on standards and guidelines** issued in the field of inclusive education.
5. **Introducing the position of the support teacher** in mainstream classrooms.
6. **Creating a range of jobs and specializations** in the field of support services in schools and developing an incentive system to attract new teachers and make appealing the profession to them.
7. **Training a number of specialists** on the know-how and process of psychological educational assessment.
8. **Recruiting teachers with disabilities** to design and deliver training in inclusive education.
9. **Utilizing the extensive experience of some inclusive model schools**, disseminating good practices by inviting other schools to observe what they are doing, holding seminars and workshops and recognizing and acknowledging the role of pioneering schools and praising them officially.

► **The Seventh Component: The Preschool Stage (Nurseries and Kindergartens)**

Preschool (Nurseries and Kindergartens) is the most important developmental stage in which children's experiences are reflected in later stages of development. Children who are late in development follow the same path as normal growth, although they are not usually at the same functional level of performance. **Providing early intervention programs for children with diverse needs, learning difficulties or disabilities in nurseries and kindergartens** in an inclusive environment with their other peers will contribute to the development of skills and abilities of children with disabilities and help them reach their full potential. It will also save a great deal of effort and financial costs later on, within the various stages of school education.


The importance of this component lies in the following:

1. It emphasizes the importance of inclusive education for children at the early childhood stage. It also stresses the need to formulate policies and design educational practices that support high-quality inclusive education applications in a wide range of early childhood programs and environments.
2. It views early childhood as an important window of opportunity for all children to ensure that they are willing to learn and participate continuously while preventing possible developmental delays that may hinder their subsequent learning process and access to appropriate education in public schools with their peers.²⁴

This component aims to achieve the following:

1. Develop inclusive education programs at the pre-school stage.
2. Provide early intervention services in 'natural home-based environments' that contribute to preparing children for inclusive education and subsequent success in advanced stages.
3. Emphasize the role of the family in early intervention programs.

24 Tabbal, S. (2019). A Study of the Reality of Early Intervention Programs in Kindergartens.

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4. Review mechanisms for coordination and cooperation among those concerned with early childhood education to achieve a professional development system that meets the needs of inclusive education. This should include all stakeholders (e.g., the Ministry of Higher Education, the Ministry of Social Development, the Ministry of Education, and the Ministry of Health) so as to unify goals and develop referral systems and joint action.

These objectives can be achieved through a range of activities such as:

1. **Activating and introducing early intervention programs.**
2. **Developing a procedural guide on inclusive education** in kindergartens as per modern trends in early childhood education.
3. **Activating the participation of parents** in programs aiming to mainstream children with disabilities in pre-school, and encouraging parents of children with and without disabilities to volunteer for the success of inclusive education in kindergartens.
4. **Developing transitional plans** from the family and nursery to kindergarten and then to basic education.
5. **Highlighting success stories** and working on documenting and disseminating them in order to change attitudes, raise awareness and benefit from them when mainstreaming children with disabilities. These success stories could be due to family initiatives or supporting bodies or due to personal efforts from kindergarten administration and staff. The role of the media has to be integral in covering this issue.

► **The Eighth Component: Children Who Are Not Enrolled in Mainstream Schools**

Many students with disabilities drop out of school as a result of environmental or behavioral barriers and because of the lack of access and reasonable accommodation that could otherwise remove these barriers. As noted in the introduction to this strategy, the percentage of students with disabilities who receive educational services is 19.8% of the number of persons with disabilities of school age. This means that more than 80% of students with disabilities in the Kingdom do not receive any kind of educational services or programs.²⁵ **Dropping out of school is an inevitable consequence of not providing programs that meet the requirements of their inclusive education in their schools.** Therefore, programs for children not enrolled in mainstream schools should include procedures for identifying and reaching (out to) them. Their educational needs have to be assessed and then all necessary reasonable accommodation should be made for their return to schools within the different types of educational programs provided by the Ministry of Education.

The importance of this component lies in the following:

1. It highlights the issue of children with disabilities who have been unable to enroll in education programs due to physical or behavioral barriers or due to the lack of reasonable accommodation. Appropriate educational alternatives have to be found.
2. It provides learning and education opportunities for students with disabilities who dropped out of schools on the basis of justice and equality with their students and peers in informal educational settings.

This component aims to achieve the following:

1. Identify the reasons why students with disabilities drop out of school.
2. Adapt non-mainstreamed education programs in the Ministry of Education to meet the requirements of mainstreaming students with disabilities.
3. Provide statistics on the number of students with disabilities who have not been enrolled in education and those who dropped out of schools and their geographical distribution.

25 Ministry of Education (2018). Education Strategic Plan 2018 – 2022. [PDF file] Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP_English.pdf.



These objectives can be achieved through a range of activities such as:

1. **Determining the numbers of out-of-school children with disabilities** and those who dropped out of school and identifying the reasons why they dropped out or are not enrolled.
2. **Conducting field studies and research** to identify the causes of school dropouts with regard to students with disabilities.
3. **Mainstreaming persons with disabilities** who are not previously enrolled in the education system, and those who dropped out of schools into the non-mainstream education programs approved by the Ministry of Education.

► **The Ninth Component: Research, Scientific Studies and Databases**

Providing and applying inclusive education must be based primarily on the results of scientific research and should be practiced on the basis of scientific evidence obtained as a result of research and studies.

The importance of this component lies in the following:

1. It highlights the importance of conducting research focused on inclusive education and its strategies as it also tries to find solutions to the challenges the sector faces.
2. Databases and statistics can be beneficial in institutionalizing and developing inclusive education programs.

This component aims to achieve the following:

1. Develop scientific and practical research and studies that contribute to enhancing and developing inclusive education systems.
2. Develop the database of the Ministry of Education to provide detailed data and statistics on students with disabilities that can help decision makers to better plan the implementation of inclusive education.
3. Strengthen the partnership between research institutions and the Ministry of Education.

These objectives can be achieved through a range of activities such as:

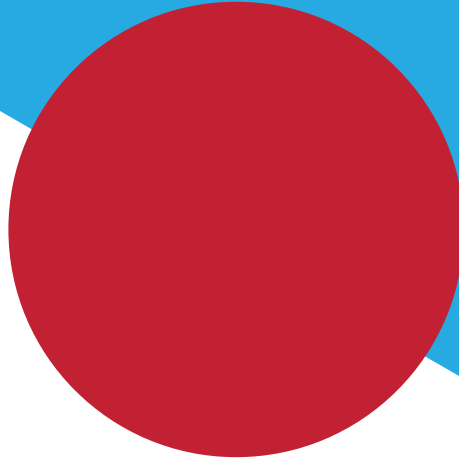
1. **Including detailed data and statistics** on children with disabilities in the **Education Management Information System (EMIS) database** at the Ministry of Education.
2. **Generate financial support for research and studies** in the field of inclusive education.
3. **Direct scientific research** to conduct studies on inclusive education for children with disabilities.
4. **Encourage cooperation between research and academic institutions** on the issues of inclusive education.
5. **Establish a knowledge platform** to disseminate research on inclusive education.
6. **Develop mechanisms to benefit from the results of research and studies** and apply these results in the promotion and development of inclusive education programs.



▶ Expected Results by the End of the Strategy

The 10–Year Strategy for Inclusive Education is expected to achieve a number of positive results, including:

1. All educational **policies and legislation** will be based on **values and practices** that support inclusive education.
2. Jordan will become a **model for inclusive education** in the Arab region.
3. All educational requirements for persons and children with disabilities will be provided. It will ensure their **full enjoyment of education** and access to all programs, services and facilities in educational institutions, and **access to quality education** in an inclusive educational environment that **accepts difference** and rejects discrimination on the basis of disability.
4. The prevalence of **positive attitudes** towards the inclusion of students with disabilities in education and raising awareness of its importance.
5. A high level of response to the **different educational requirements** of students with disabilities.
6. The **availability of school buildings and facilities** which are **accessible** to persons with disabilities.
7. The **availability of flexible curricula and teaching strategies** that meet the requirements of inclusive education.
8. **Highly professional skills of cadres** who work in education and meet the requirements of inclusive education.
9. Inclusive educational programs and **early intervention services** for pre–school children with disabilities are provided in the child’s natural environment in inclusive nurseries and kindergartens.
10. The **existence of inclusive and non–mainstream education programs** for persons with disabilities who are not enrolled and who dropped out of school.
11. The existence of a select number of **studies and scientific research** conducted in the field of inclusive education along with an **advanced and accessible database**.



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