



**YEARNING TO LEARN:**

# Behavioral barriers and enablers to inclusive education in Jordan

*Understanding the behavioral determinants that impact Jordanian and Syrian refugee parents' decisions to send their children with disabilities to school on a regular basis*

February 2022



# TABLE OF CONTENTS

<b>Executive Summary</b> .....	<b>5</b>
<b>Introduction</b> .....	<b>8</b>
<b>Methodology</b> .....	<b>10</b>
<b>Main findings and analysis</b> .....	<b>12</b>
Disability categories and their impact on inclusion.....	<b>13</b>
Social norms and the importance of support networks.....	<b>14</b>
Values and beliefs surrounding education and future prospects, including religious beliefs.....	<b>15</b>
Perceptions on inclusive education versus access to specialized facilities.....	<b>17</b>
Concerns related to bullying and stigma.....	<b>19</b>
Physical and financial barriers to regular school attendance.....	<b>20</b>
<b>Impact of COVID-19 pandemic on children with disabilities education</b> .....	<b>22</b>
<b>Conclusion and recommendations</b> .....	<b>24</b>
<b>ANNEX 1: Behavioral determinants, strengths and limitations of the barrier analysis methodology</b> .....	<b>26</b>

## LIST OF ABBREVIATIONS

<b>BA</b>	Barrier Analysis
<b>CRPD</b>	Convention on the Rights of Persons with Disabilities
<b>HBM</b>	Health Belief Model
<b>HCD</b>	Higher Council for the Rights of Persons with Disabilities in Jordan
<b>MENA</b>	Middle East and North Africa
<b>MOE</b>	Ministry of Education
<b>MOH</b>	Ministry of Health
<b>NLG</b>	No Lost Generation
<b>PGM</b>	Priority Group Member
<b>SBC</b>	Social and Behavior Change
<b>SDG</b>	Sustainable Development Goal

## EXECUTIVE SUMMARY

Over the last seven years since the adoption of the Global Goals, governments like Jordan have used this blueprint for progress, to build a better and more sustainable future for all.<sup>1</sup> Jordan continues to invest in inclusive education for children with disabilities under the Ministry of Education (MOE)'s 10-year strategy for inclusive education.<sup>2</sup> Jordan is ranked 5<sup>th</sup> in the Middle East and North Africa (MENA) region when it comes to achieving all of the Sustainable Development Goals' targets.<sup>3</sup> Yet, in recent years, parents, caregivers and children themselves have faced, alongside the hardships of displacement from neighboring Syria, the impact of COVID-19 and its secondary effects.

This left the most vulnerable children and their families struggling to make ends meet, while all children with disabilities – those from the host community and refugees – continue to be further left behind with respect to their access to learning. While education actors in Jordan are going to great lengths to ensure these children are provided with equal learning opportunities,<sup>4</sup> it remains critical to understand the behavioral determinants among Jordanian and Syrian refugee parents of children with disabilities. These behavioral determinants may be barriers or enablers when it comes to key decisions, such as sending their children to school on a daily basis.

Disability inclusion is a global priority for World Vision, and in Jordan in particular, where our mission

is to serve the most vulnerable children through our programs which ensure access to nurturing care and quality education opportunities for all Syrian refugee boys and girls, including those with disabilities. Mercy Corps has also been playing a key role in advancing inclusive education programming in Jordan since 2008 through its holistic approach which provides each child with support tailored to his or her needs, while also influencing policy through the endorsement of its Inclusive Education guidelines by the Ministry of Education in September of last year.<sup>5 6</sup>

In order to continue advancing inclusive education, World Vision and Mercy Corps with the support of the No Lost Generation (NLG) initiative, conducted a behavioral barrier analysis among more than 250 Jordanian and Syrian parents of children with disabilities in the host community and camp settings. Focus group discussions were also held with more than a dozen teachers and disability experts to better understand the challenges faced with inclusion in classrooms, as well as remote learning during the COVID-19 pandemic. Major differences outlined across six thematic areas were discovered in behavioral determinants between parents whose children with disabilities attended school on a regular basis and those whose children did not attend regularly.

These differences were used to identify enablers and barriers that are outlined in the table below:

<sup>1</sup> General Assembly resolution 71/313. (6 July 2017). *Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development*, A/RES/71/313. Accessible online at: [https://ggim.un.org/documents/a\\_res\\_71\\_313.pdf](https://ggim.un.org/documents/a_res_71_313.pdf)

<sup>2</sup> The Jordanian Ministry of Education. (2020). *The 10-Year Strategy for Inclusive Education*. Accessible online at: [https://moe.gov.jo/sites/default/files/the\\_10-year\\_strategy\\_for\\_inclusive\\_education\\_0\\_0.pdf](https://moe.gov.jo/sites/default/files/the_10-year_strategy_for_inclusive_education_0_0.pdf)

<sup>3</sup> Rayya Al Muheisen. (27 July 2021). "Jordan ranks 72<sup>nd</sup> globally, 5<sup>th</sup> in MENA on Sustainable Development Goals Index, *The Jordan Times*. Accessible online here: <https://www.jordantimes.com/news/local/jordan-ranks-72nd-globally-5th-mena-sustainable-development-goals-index>

<sup>4</sup> Higher Council for the Rights of Persons with Disabilities. Accessed 11 February 2022 at: <http://hcd.gov.jo/en>

<sup>5</sup> Mercy Corps. (13 September 2021). "Mercy Corps influences inclusive education in Jordan", *Mercy Corps*. Accessible online here: <https://jordan.mercycorps.org/blog/inclusive-education-policy-jordan>

<sup>6</sup> This particular initiative has been funded and supported by UNICEF for more than 10 years, in addition to being funded by European Union humanitarian aid since 2018.

## ENABLERS

Parents who sent their children to school regularly were...

## BARRIERS

Parents who did not send their children to school regularly were...

### 1 Disability categories and their impact on inclusion



More likely to have a child with a hearing or speech disability.



Much more likely to have children with intellectual disabilities.

### 2 Social norms and support networks



Much more likely to benefit from strong support networks at the family and community levels.



More likely to lack any support at the family or community levels.

### 3 Values and beliefs surrounding education and future prospects, including divine will



More likely to value their children's education while also holding a more positive outlook on their child's future.

They also believed their religion promoted a commitment to education.



More likely not to see any value in pursuing an education for their child, while also holding a pessimistic outlook on their child's future.

They were also more likely to think that their religion promoted a commitment to education.

### 4 Perceptions on inclusive education versus access to specialized facilities



More likely to have faith in inclusive education while also being confident that school establishments would be able to address their children's specific needs.



More likely not to have faith in educational establishments' capacity to integrate their children and respond to their educational needs, and were more in favor of their children attending specialized facilities instead.

### 5 Concerns related to bullying and stigma



Less concerned about bullying and more invested in their child building social connections at school.



Much more concerned about bullying and stigma linked to disability at school.

### 6 Physical and financial barriers to regular school attendance



More likely to live at proximity to the educational establishment, and have access to tailored transportation or personal escort services for their child to travel to and from school.

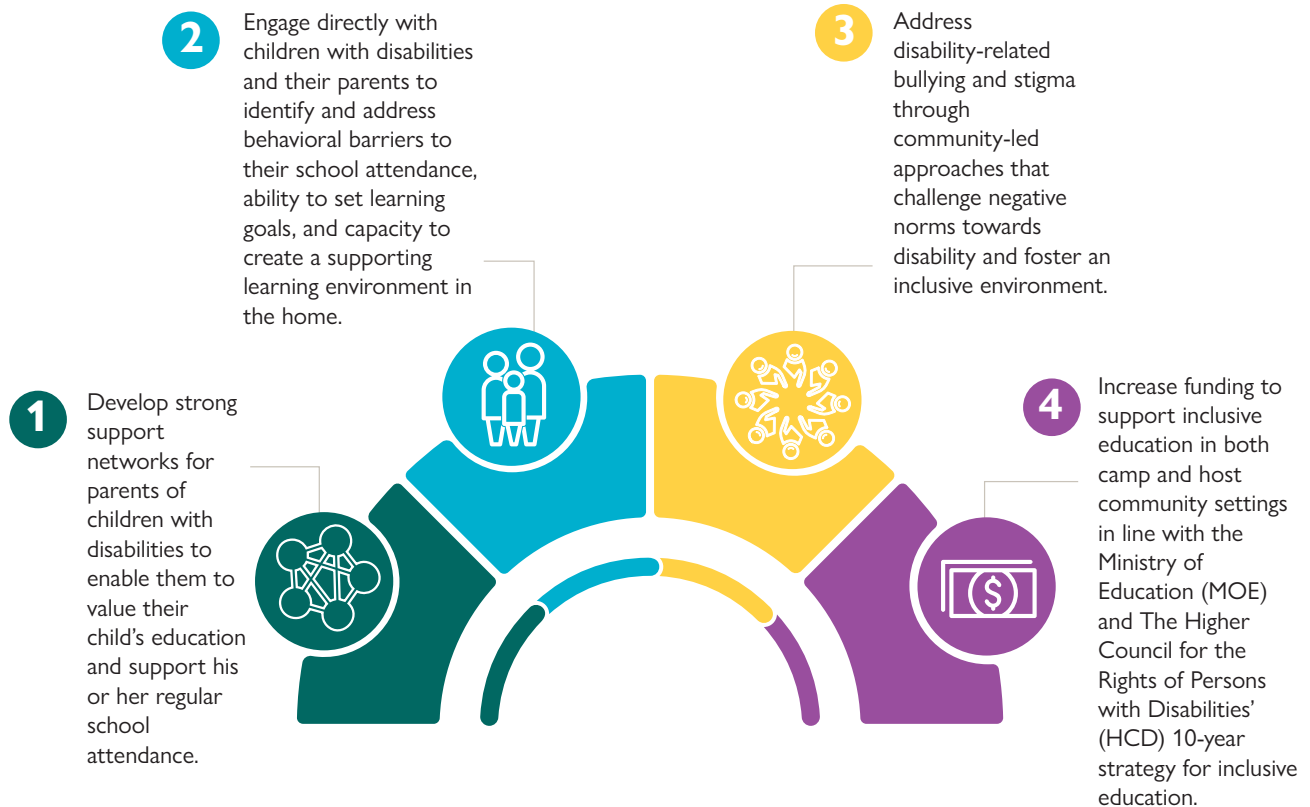


More likely to lack access to specialized transportation and personal escort services to accompany their children to and from school.

They also expressed concerns related to being able to afford school supplies and daily allowances for their children.

Overall, the study highlighted the significance of the parent or caregiver in determining the educational opportunities for their child with disabilities and therefore the need to focus on coordinated, holistic, community and school-led support for families of children with disabilities.

Four key recommendations can be taken out from this behavioral barrier analysis:



© Mercy Corps. Disability simulation to raise awareness, because the inclusive education program implemented by Mercy Corps through UNICEF and the European Union Humanitarian Aid funding and support believes in the power of improving knowledge, attitudes and perceptions related to disability.

# I. INTRODUCTION

Jordan was one of the first countries to ratify the Convention on the Rights of Persons with Disabilities (CRPD) back in 2008, which had also become part of national legislation under Article 6 of the Constitution related to equality and non-discrimination.<sup>7</sup> The country has also recently ranked 5<sup>th</sup> in the Middle East and North Africa (MENA) region when it comes to achieving all of the Sustainable Development Goal (SDG) targets according to the 2021 index report.<sup>8</sup> So far, 50% of progress has been made on SDG 4 – linked to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all – a considerable achievement of the Jordanian government. There remains much to be done, however, with low secondary school enrollments being a significant limitation on success in this area,<sup>9</sup> a trend that is especially apparent among the Syrian refugee population.<sup>10</sup>

Another such area for improvement is the participation of children with disabilities in schooling. According to the country's last General Population and Housing Census in 2015, around 11% of the total population in Jordan aged 5 and above is living with disabilities.<sup>11</sup> That same year, it was also estimated that 79% of the total number of children with disabilities of school age did not receive any

form of education in Jordan.<sup>12</sup> Four years later, in 2019, the situation did not improve as confirmed by the Department of Statistics.<sup>13</sup> In addition, a 2018 report issued by the Higher Council for the Rights of Persons with Disabilities (HCD) showed that a large number of educational institutions were still unable to accommodate children with disabilities due to issues linked to accessibility as well as the absence of adapted teaching curricula.<sup>14</sup>

As the country hosts more than 672,000 registered Syrian refugees with actual total numbers estimated at around 1.3 million<sup>15</sup>, the situation of displaced Syrians merits specific attention. Within this group, 22.9% of children aged 2 years and above have disabilities.<sup>16</sup> Syrian refugee children of primary school age with disabilities living in Jordan are also less likely to attend school in comparison with their peers living without disabilities; meanwhile, boys with disabilities are most likely to never enroll in school and least likely to attend school regularly<sup>17</sup>. Socio-economic factors have also largely impacted educational outcomes in the country as close to 80% of Syrian refugees in Jordan fall below the poverty line – with 60% of families living in extreme poverty and vulnerable to negative coping mechanisms such as child marriage or child labor – compared to 15% of Jordanian families.<sup>18</sup>

<sup>7</sup> UN Office of the High Commissioner for Human Rights. (29 March 2017). *Committee on the Rights of Persons with Disabilities considers initial report of Jordan* [Press Release]. Accessible online here: <https://reliefweb.int/report/jordan/committee-rights-persons-disabilities-considers-initial-report-jordan>

<sup>8</sup> Rayya Al Muheisen. (27 July 2021). "Jordan ranks 72<sup>nd</sup> globally, 5<sup>th</sup> in MENA on Sustainable Development Goals Index, *The Jordan Times*. Accessible online here: <https://www.jordantimes.com/news/local/jordan-ranks-72nd-globally-5th-mena-sustainable-development-goals-index>

<sup>9</sup> Sustainable Development Report 2021: Jordan. Accessed 11 February 2022 at <https://dashboards.sdgindex.org/profiles/jordan/indicators>

<sup>10</sup> Human Rights Watch. (26 July 2020). "I Want to Continue to Study": Barriers to Secondary Education for Syrian Refugee Children in Jordan. Accessible online here: [https://www.hrw.org/report/2020/06/26/i-want-continue-study/barriers-secondary-education-syrian-refugee-children-jordan#\\_ftn99](https://www.hrw.org/report/2020/06/26/i-want-continue-study/barriers-secondary-education-syrian-refugee-children-jordan#_ftn99)

<sup>11</sup> Department of Statistics. (2016). *General Population and Housing Census 2015 Main Results*. Accessible online here: [http://www.dos.gov.jo/dos\\_home\\_e/main/population/census2015/Main\\_Result.pdf](http://www.dos.gov.jo/dos_home_e/main/population/census2015/Main_Result.pdf)

<sup>12</sup> The Jordanian Ministry of Education. (2020). *The 10-Year Strategy for Inclusive Education*. Accessible online at: [https://moe.gov.jo/sites/default/files/the\\_10-year\\_strategy\\_for\\_inclusive\\_education\\_0\\_0.pdf](https://moe.gov.jo/sites/default/files/the_10-year_strategy_for_inclusive_education_0_0.pdf)

<sup>13</sup> Handicap International – Humanity & Inclusion. (31 May 2021). *Disability-Inclusive Education in Jordan Factsheet – May 2021*. Accessible online here: <https://reliefweb.int/report/jordan/disability-inclusive-education-jordan-factsheet-may-2021>

<sup>14</sup> Higher Council for the Rights of Persons with Disabilities. (2019). *Executive Summary of the First Annual Report on the Status of Persons with Disabilities and their Rights in the Hashemite Kingdom of Jordan for 2018*. Accessible online here: <http://hcd.gov.jo/sites/default/files/Executive%20Summary.pdf>

<sup>15</sup> ACAPS. (21 December 2021). Jordan Syrian Refugees. Accessible online here: <https://www.acaps.org/country/jordan#:~:text=Jordan%20hosted%20more%20than%20672%2C000,were%20also%20registered%20in%20Jordan>

<sup>16</sup> Handicap International – Humanity & Inclusion. (31 May 2021). *Disability-Inclusive Education in Jordan Factsheet – May 2021*. Accessible online here: <https://reliefweb.int/report/jordan/disability-inclusive-education-jordan-factsheet-may-2021>

<sup>17</sup> Ibid.

<sup>18</sup> Omer Karasapan. (27 January 2022). "Syrian refugees in Jordan: A decade and counting", *Brookings*. Accessible online here: <https://www.brookings.edu/blog/future-development/2022/01/27/syrian-refugees-in-jordan-a-decade-and-counting/>



In addition to difficulties with academic performance, last year's strict lockdown periods greatly impacted both Jordanian and Syrian refugee children's socio-economic situation,<sup>19</sup> mental health wellbeing and protection status, with significant challenges linked to remote learning outcomes for all school-aged children.<sup>20</sup> Children with disabilities and their parents or caregiver were particularly affected by the pandemic as their vulnerability was further aggravated by the lack of tailored support and adapted learning content during school closures. This was apparent among children with intellectual and developmental disabilities – autism in particular – who struggled to follow remote lessons and saw their educational and developmental skills regress.<sup>21</sup>

Despite recent impediments created by the pandemic, the MOE's 10-year strategy for inclusive education continues to work towards ensuring that the percentage of school-aged children with disabilities enrolled in mainstream schools reaches 10% of the total number of school-aged children with disabilities by 2030,<sup>22</sup> while also focusing on adapting remote learning to their needs during the pandemic.<sup>23</sup> In order to support these efforts, No Lost Generation – an independent and concerted effort led by multiple stakeholders including humanitarian actors and donors aiming to ensure that the most vulnerable children, adolescents and youth affected by the Syrian crisis have access to education among other opportunities – took the initiative to examine the barriers faced by Jordanian and Syrian children with disabilities in Jordan when it comes to accessing pre-primary and primary education.

A behavioral barrier analysis survey was conducted in December 2021 with the support of World Vision and Mercy Corps among more than 250 parents of children with disabilities in camp and host community settings to better understand the

behavioral determinants impacting their ability to send their children to school. In addition, focus groups were conducted with more than a dozen teachers, and an in-depth discussion was also held with disability experts representing the HCD as co-authors of the 10-Year Strategy for Inclusive Education in Jordan. The No Lost Generation initiative hopes that this report will shed further light on the barriers and enablers linked to children with disabilities' access to education and in turn incentivize all education actors and concerned community members to become advocates and implementers of inclusive education.



© UNICEF/UN0374251. In Za'atari refugee camp, Aseel, 8, received a customized wheelchair provided by UNICEF, which make it easier for her to move independently and focus in school. She was left partially paralyzed after undergoing surgery at eight months old.

<sup>19</sup> Jordan, like the majority of countries in the region, lags behind in socioeconomic outcomes and the relative efficiency of spending on social programs, with significant gains to be realized with targeted programs. World Bank. (4 May 2021). *Education expenditure, enrolment dynamics and the impact of COVID-19 on learning in Jordan*. Accessible online here: <https://reliefweb.int/report/jordan/education-expenditure-enrolment-dynamics-and-impact-covid-19-learning-jordan>

<sup>20</sup> Norwegian Refugee Council and Exigo. (April 2021). *Understanding the Impact of Covid-19 on Education in Jordan*. Accessible online here: <https://inec.org/resources/understanding-impact-covid-19-education-jordan>

<sup>21</sup> Maram Kayed. (17 September 2020). "HCD urges government to maintain face-to-face education for students with learning difficulties and those with disabilities", *The Jordan Times*. Accessible online here: <https://jordantimes.com/news/local/hcd-urges-government-maintain-face-face-education-students-learning-difficulties-and>

<sup>22</sup> The Jordanian Ministry of Education. (2020). *The 10-Year Strategy for Inclusive Education*. Accessible online at: [https://moe.gov.jo/sites/default/files/the\\_10-year\\_strategy\\_for\\_inclusive\\_education\\_0\\_0.pdf](https://moe.gov.jo/sites/default/files/the_10-year_strategy_for_inclusive_education_0_0.pdf)

<sup>23</sup> British Council and UK Aid. (27 October 2020). *Summary report: Policy dialogue on Inclusive Education and COVID-19: Jordan Experiences*. Accessible online here: <https://data2.unhcr.org/en/documents/download/83234>

## II. METHODOLOGY

The Barrier Analysis (BA) methodology is a specialized research approach for Social and Behavior Change (SBC)<sup>24</sup> meant to identify the most powerful barriers as well as enablers for one particular behavior among a priority group at a particular time. In line with this methodology, a minimum of 90 respondents were interviewed as part of three studies: one study was conducted among Jordanian parents of children with disabilities living in host communities – including Ajloun, Irbid, Jerash and Mafrq governorates in the north of Jordan – the second study was conducted among Syrian parents of children with disabilities residing in the same host communities, and the third was conducted among Syrian parents living in Azraq Refugee Camp.<sup>25</sup>

All surveyed parents had a child with disability between the ages of 3 and 11 years. Disabilities were divided into 6 categories: (1) Intellectual disability (2) Visual disability (3) Physical disability (4) Speech disability (5) Hearing disability, and (6) Learning disability, in accordance with World Vision and Mercy Corps' programming approach in these locations.<sup>26</sup> During the survey, parents of children with disabilities were divided between those who sent their children to school regularly, and those who did not, in order to identify the behavioral determinants that either enabled them or acted as barriers to their children's regular school attendance.<sup>27</sup>

Data were collected by two separate teams of enumerators: the Mercy Corps team collected data for the host community among the two groups

and the World Vision team collected data inside the camp. The data collection led by Mercy Corps with parents in host communities was conducted remotely over the phone due to early school closures coinciding with end of year holidays. The data collection led by World Vision in the Azraq refugee camp was conducted in person 1:1, in the centers where World Vision and Mercy Corps have ongoing activities. This was conducted in alignment with COVID-19 preventive measures and social distancing.

The questionnaires used for the study contained a mix of both open-ended and closed questions. Because we know that knowledge alone plays but a small role in determining whether or not a population practices a given behavior, a questionnaire was developed for each of the studies based on Twelve Determinants of Health Behavior as outlined in the Health Belief Model (HBM) which include social norms, values and beliefs surrounding education, divine will, access, cues for action and perceptions of positive or negative consequences which occur as a result of certain behaviors, among others.<sup>28</sup> (See Annex 1 below for more information on behavioral barrier determinants, methodology strengths, and limitations).

In parallel to the barrier analysis study, four key qualitative interviews and focus group discussions were conducted in December 2021 with 15 teachers from camp and host community – including one special education teacher – and two disability experts from the Higher Council for the Rights of

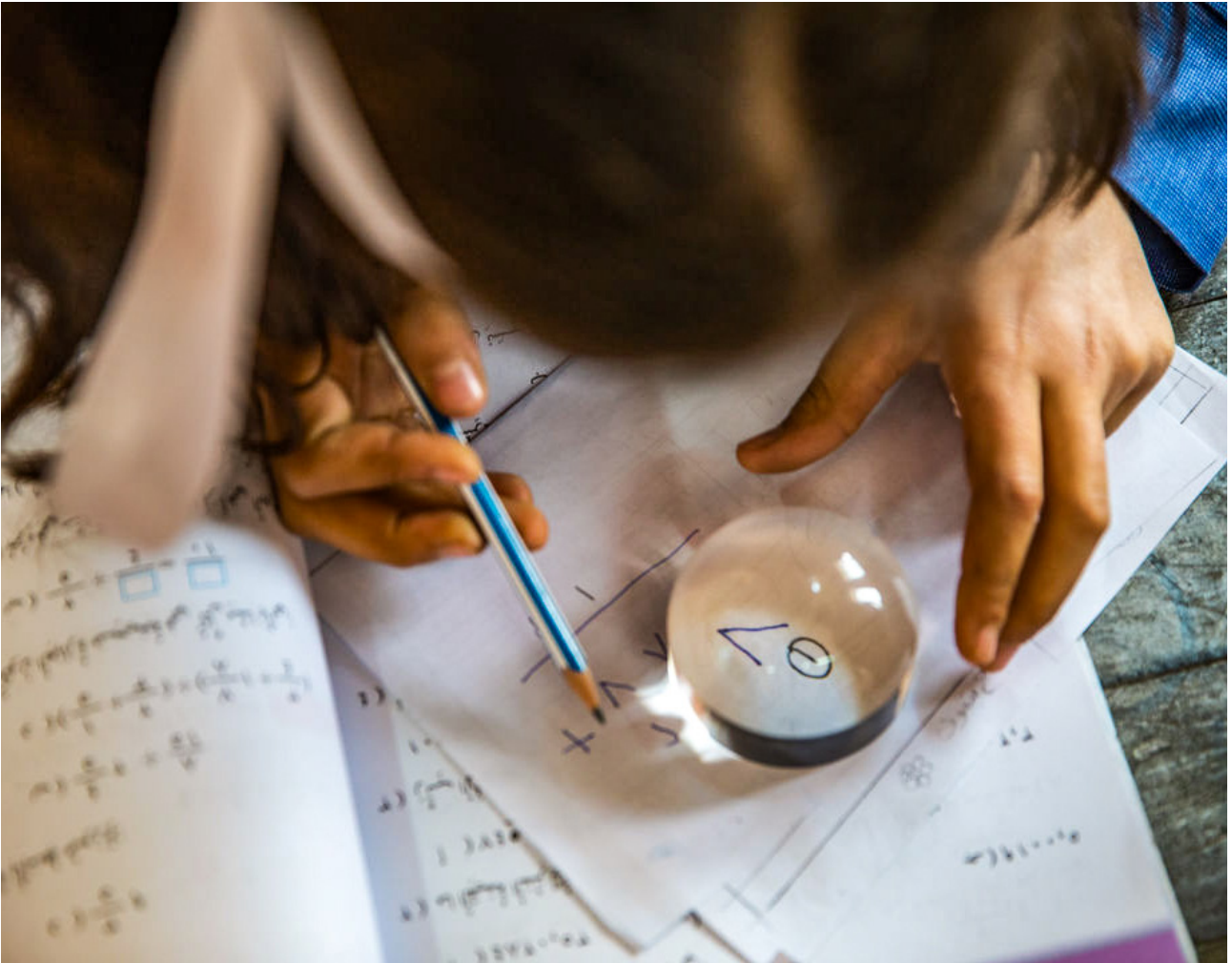
<sup>24</sup> World Vision International. (March 2016). *Designing for Behavior Change Desk Review*. Accessible online here: [https://www.wvi.org/sites/default/files/DBC%20Desk%20Review%20Report\\_FINAL\\_A4.pdf](https://www.wvi.org/sites/default/files/DBC%20Desk%20Review%20Report_FINAL_A4.pdf)

<sup>25</sup> Host community locations were chosen according to Mercy Corps' education program's presence in these areas in addition to the high percentage of Syrian families residing in the northern governorates. Similarly, Azraq camp was chosen due to the presence of World Vision and Mercy Corps' education programs there.

<sup>26</sup> The types of disabilities used for the purposes of this analysis are in line with the Washington Group on Disability Questions that both World Vision and Mercy Corps use in their programs for inclusive education in Jordan. Accessible online here: <https://www.washingtongroup-disability.com/>

<sup>27</sup> The typical behavioral barrier analysis study usually categorizes priority group members between "doers" and "non-doers," however this reference was removed from the text in order to avoid further stigmatization and replaced by "parents who sent their children with disabilities to school regularly" versus "parents who did not send their children with disabilities to school regularly."

<sup>28</sup> Boston University School of Public Health. (2019). "Behavioral Change Models: The Health Belief Model", *Boston University School of Public Health*. Accessible online here: <https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories2.html#:~:text=The%20HBM%20suggests%20that%20a,person%20will%20adopt%20the%20behavior.>



© Mercy Corps. With the aim of accessibility and reasonable accommodations, the inclusive education program implemented by Mercy Corps and funded by the European Union Humanitarian Aid and UNICEF provided schools with assistive technology for children with learning, visual, and hearing disabilities.







Persons with Disabilities (HCD)<sup>29</sup> in Jordan which supports the Jordanian government and ministries with policy-making, planning, coordination, follow-up and support for all activities that serve persons with disabilities. During these interviews, key themes were discussed related to the inclusion of children

with disabilities with various degrees of disability in classrooms both in camps and host communities, remote learning during COVID-19, interactions with parents of children with disabilities, and the need for further capacity building for teachers in both settings.

<sup>29</sup> Higher Council for the Rights of Persons with Disabilities. Accessed 11 February 2022 at: <http://hcd.gov.jo/en>

### III. MAIN FINDINGS AND ANALYSIS

Overview of survey and samples per location and parents' classifications:

Category group	Number of surveyed parents	Number of parents who sent their children with disabilities to school regularly	Number of parents who did not send their children with disabilities to school regularly
Jordanian parents of children with disabilities	31 fathers 59 mothers <b>90 respondents</b>	 <b>47</b>	 <b>43</b>
Syrian parents of children with disabilities in host communities	30 fathers 59 mothers 1 related caregiver <b>90 respondents</b>	 <b>50</b>	 <b>40</b>
Syrian parents of children with disabilities in Azraq camp	35 fathers 34 mothers 2 related caregiver <b>71 respondents</b>	 <b>45</b>	 <b>26</b>
<b>GRAND TOTAL</b>	<b>251</b>	<b>142</b>	<b>109</b>

**The findings of the behavioral barrier analysis have demonstrated the significance of the parent or caregiver’s role in determining children with disabilities’ regular school attendance:**

**a. Disability categories and their impact on inclusion**

**Enablers**



Syrian parents in host communities who sent their children to school regularly were **three times more likely to have a child with a speech disability** and close to **five times more likely to have a child with a hearing disability** compared to Syrian parents in the host communities who did not send their children to school regularly.

**Barriers**



Jordanian parents who did not send their children to school on a regular basis were **twice as likely to have children with intellectual disabilities** compared to those who did send their children to school regularly.



Similarly, Syrian parents in the host community who did not send their children to school regularly were **six times more likely to have a child with an intellectual disability** compared to those who did send their children to school on a regular basis.



Syrian parents residing in Azraq camp who did not send their children to school regularly were **close to four times more likely to have a child with an intellectual disability** compared to parents who sent their children to school on a regular basis in the camp.

**Analysis:**

Overall, parents who did manage to send their children regularly to school were more likely to have a child with a hearing, speech or even learning disability. This was also corroborated during the focus group discussions with the teachers in camp and host community settings, in addition to the discussion with disability experts at the HCD, who confirmed that the inclusion

of children with similar disabilities has been successful in classrooms across the country. Nevertheless, teachers mentioned that challenges remained when striving to include children who had severe hearing and visual disabilities. These barriers were directly linked to a lack of teaching resources, adapted materials and training for teachers to better address their needs.

One particular teacher described how she focused on sensory experiences with one of her students who was visually impaired because she did not have any braille books in her classroom and was not trained to teach the language. **“I handed him each toy or prop available in the classroom so that he could touch it and figure out its shape and texture,” she said.** This example highlights the creativity and adaptability of many teachers in under-resourced settings, which need to be further invested in.

The special education teacher based in Azraq camp also highlighted the need for teachers and parents to learn Jordanian sign language so that they can pass it on to children with severe hearing impairments. Yet, there are a number of universally accepted sign language systems which are country-specific as well. While this might be less of an issue for Jordanian children with disabilities, it might become more of a challenge for those seeking resettlement or eventual return to Syria, and must be addressed in the durable solutions programs offered to them.

The same teacher was also the only teacher at the school who had received sign language training but was still limited by the fact that many concerned parents and children were not exposed to it. **“Each child with a hearing disability communicates through special gestures that are taught at home but which differ from the Jordanian sign language. It is extremely challenging for us to decode each child’s special language. Teachers, parents and the children need to learn it so that everyone would eventually be able to understand each other,” she said.**

On the other hand, it was clear that parents who were unable to send their children to school on a regular basis were much more likely to have a child with an

intellectual disability<sup>30</sup>. This finding might provide a clue to the services provided to, and accommodations made for, these children. For example, parents may perceive that school facilities are more accommodating to children with physical disabilities than those with intellectual disabilities. This suggests that intellectual disabilities might be more difficult to manage for both parents and these children, with regard to school attendance. During the focus group discussions, teachers mentioned they needed further support and training to address the needs of children with advanced intellectual disabilities and successfully include them in their classrooms.

In addition to the above, children with developmental disabilities – autism spectrum disorder, in particular – were mentioned as the second most challenging to integrate in the classrooms by teachers in the camp and host community, as well as the special education teacher who was interviewed separately. This was also corroborated by disability experts at the HCD who confirmed that challenges remained with their inclusion in mainstream classrooms which also meant that parents resorted to specialized centers instead when they could access them. The teachers also mentioned that they had not received training nor sufficient information linked to autism spectrum disorder and the various degrees of this disability, which made it difficult to identify and adapt to in their classrooms.

## b. Social norms and the importance of support networks

### Enablers



Jordanian parents who sent their children to school regularly **were twice as likely to say, “Most parents in my community ensure that their child with disabilities attends classes every day,”** compared to Jordanian parents who did not send their children to school regularly.



They were also **close to four times more likely to say that most people in their community were supportive of their child attending school** while also **more than twice as likely to say that their own parents – meaning the child’s grandparents – were also supportive of these efforts.**



Syrian parents in the host community who sent their child to school regularly were **more than twice as likely to say, “Among parents that I know, most ensure that their child with disability attends classes regularly,”** compared to Syrian parents who did not send their child to school on a regular basis.

### Barriers



Meanwhile, Jordanian parents who did not send their children to school regularly were **more than four times more likely to say that very few parents in their community ensured that their child with disabilities attended classes daily,** compared to Jordanian parents who did send their children to school on a regular basis.



They were also **close to five times more likely to say that most people were not supportive of their child attending school, six times more likely to say that “no one” was supportive in these efforts,** and **twice as likely to say that “no one in our community” was supportive.**



Syrian parents in the host community who did not send their child to school regularly **were twice as likely to say, “I do not know any other parents of children with disabilities,”** compared to those who sent their children to school regularly.

### Analysis:

*Social Norms, or our perceptions of what others think and do, are powerful factors when it comes to adopting certain behaviors. This was evident among Jordanian and Syrian parents in the host community who sent their children to school regularly and highlighted the availability of both family and community support when it came to ensuring their child’s school attendance.*

*Conversely, Syrian and Jordanian parents in the host community who did not send their children to school regularly hinted at the absence of support at the family or communal levels. These findings may reflect the lack of social awareness, interconnectedness, and perceived general lack of a viable support systems for*

<sup>30</sup> Please see the Annex for a better understanding of the statistical analysis and findings

certain parents of children with disabilities who become isolated as a result, which increases the chances of them not being able to send their children to school on a regular basis.

In the camp setting, teachers highlighted that many children with disabilities experienced some form of neglect from their parents, particularly when their families faced financial struggles or had limited support from their immediate family members or community. This was particularly the case for parents who had many children to take care of which made it more difficult for them to focus on their child with disability's specific learning needs. Teachers in Azraq camp regularly met parents who were married very young – mothers in particular – who had little knowledge of family planning methods and low education levels which only added to the challenges of following up on their child with disability's learning and developmental needs.

Nevertheless, despite these barriers, many parents were still eager to pursue an education for their child. One teacher in Azraq camp recalled a young uneducated Syrian mother of a child with a visual disability who had asked her to send her voice memos and videos of the daily lessons on WhatsApp. **“I quickly realized that the child’s mother was learning the lessons by heart so that she could repeat them with her child at home and support him further despite her lack of education,” she said.** Teachers believed parents in the camp setting would benefit greatly from support networks and awareness sessions which could also enhance their own educational knowledge while enabling them to address their children's specific needs.

### c. Values and beliefs surrounding education and future prospects, including religious beliefs

#### Enablers



Jordanian parents who sent their children to school regularly had a more positive outlook on their child's educational future and were **more than five times more likely to say, “It is easy [to send my child to school] because my child likes to go to school and wants to learn,”** compared to Jordanian parents who did not send their children to school on a regular basis.



They were also **three times more likely to say, “It is very likely that my child will finish his or her education.”**



Syrian parents in the host community who sent their children to school regularly were **more than three times as likely to say that sending their child with disability to school was easy because they understood the benefits of learning and education for their child.**



In addition, they were **five times more likely to say that an advantage of their children's inclusion in school was that they experienced advanced learning by reading and writing,** and **four times more likely to believe that teachers were well equipped to manage children with disabilities,** compared to Syrian parents who did not send their children to school regularly.



And yet, they still maintained a cautious outlook compared to Jordanian parents by being close to three times more likely to say that it was “somewhat likely” that their child would complete his or her education and twice as likely to say that **“It would be somewhat serious if my child did not complete his or her education.”**



Regarding religious beliefs in particular, Jordanian parents who sent their children to school regularly were **close to three times more likely to say, “Yes, I think that my religion promotes a commitment to education,”** compared to Jordanian parents who did not send their children to school regularly.

#### Barriers



Both Jordanian and Syrian parents in the host community who did not send their child to school regularly were **more likely to say, “My child cannot go to school because of his or her disability,”** compared to those who did send their children on a regular basis.



Jordanian parents who did not send their child to school were more likely to believe that there were no advantages to ensuring their child attended classes

every day and were more pessimistic in their vision of their child's educational future, while being close to **eight times more likely to say, "It is not likely at all that my child will finish his or her education,"** and close to **five times more likely to say, "It would not be serious at all if my child did not complete his or her education."**



Meanwhile, Syrian parents in the host community were **more likely to say that their child was "not registered" (with UNHCR)** which made it more difficult for them to attend school. In addition, they were **twice as likely to believe that teachers were not very well equipped to manage children with disabilities in schools.**



As a result, they maintained a pessimistic outlook by being **more than six times more likely to say, "It is not likely at all that my child will complete his or her education"** and **three times more likely to say, "It is not likely at all that my child will complete his or her education even if he attends classes every day."**



Lastly, Syrian parents in the camp setting who did not send their child to school regularly were **more than nine times more likely to think their child did not get any benefits from attending school** compared to those who did send their children to school on a regular basis.



Regarding religious beliefs, Jordanian parents who did not send their children with disabilities to school regularly **did not think their religion promoted a commitment to education.**

### Analysis:

*Jordanian and Syrian parents who sent their children to school regularly revealed a thorough understanding of the direct educational benefits for their children; meanwhile, they also expressed a positive outlook on life when it came to their child's future and the completion of their studies. Nevertheless, Syrian parents were slightly more cautious when it came to expressing confidence about their child's completion of their educational journey. This might be linked to their refugee status in the*

*country, which can hamper their ability to plan for their families in the long-term.*

*Interestingly, when it came to religious beliefs, Jordanian and Syrian parents who did send their children to school were also more likely to believe that their religion promoted a commitment to education. This was corroborated by teachers in the focus group discussions who highlighted that the use of religious quotes and teachings helped them foster further inclusion of children with disabilities within their classrooms. Teachers in the host community confirmed that religious teachings based on acceptance, encouraged students to respect one another. While teachers in the camp also highlighted the use of key values mentioned in the Quran such as "respect, piety and doing good deeds" was helpful to foster more cooperation among their young pupils. **"All of God's creations must be accepted and loved regardless of the challenges they might face at the mental or physical levels, and this is what we focus on in our teachings"** said one teacher in the host community.*



© World Vision. A young boy with disability and his father take part in the barrier analysis survey at World Vision's pre-primary school in Azraq camp.





© UNICEF/UNI277695/El-Dalil. Sobi and his twin sister are enrolled in an inclusive school, at Aziz Abaza school in Alexandria, Egypt, as part of the UNICEF-supported and European Union-funded project “Expanding access to education and protection of at-risk children in Egypt.”

In contrast, both Syrian and Jordanian parents who did not send their children to school regularly did not see the value of investing in their child’s education. They often portrayed a pessimistic outlook on their child’s future and capacity to finish their education, while also expressing a pre-disposed belief that an education would not change the course of their child’s life. This underscores the need for further communication with parents who do not send their children with disabilities to school in order to help them see the benefit of educational opportunities which might also improve their children’s overall quality of life in the long term. During the focus group discussions, teachers also suggested holding awareness sessions for parents regarding children with disabilities’ right to education, now binding in Jordan under the Law on the Rights of Persons with Disabilities No. 20 of the Year 2017.<sup>31</sup>

Teachers in the camp setting also highlighted the importance of the community outreach work which was being conducted in order to encourage parents of children with disabilities – and all school aged children in general – to send their children to school. One teacher recalled visiting the family of a 5-year-old boy with a visual disability together with the community outreach officer in the camp: **“The parents were constantly worried about the boy, particularly in the camp environment which was not always adapted to his needs,**

**and for this reason they were not sending him to school. Their fears and anxieties also led to the boy developing a fear of the outside world beyond his family’s caravan. Together with the community officer, we were able to brief the parents about the inclusion of children with disabilities at our pre-primary school, in addition to other services such as special education sessions and transportation for children with disabilities. Eventually the parents agreed to send the boy to school. His demeanor changed as soon as he entered the classroom and within a few weeks he was able to socialize with other children his age.”**

#### d. Perceptions on inclusive education versus access to specialized facilities

##### Enablers



Jordanian and Syrian parents who sent their children to school regularly were respectively **more than three and four times more likely to say, “Access to educational facilities is about the same for children with disabilities and children without disabilities,”** compared to Jordanian parents who did not send their children to school on a regular basis.

<sup>31</sup> The Hashemite Kingdom of Jordan (2017). *Law on the Rights of Persons with Disabilities, Law No. (20) for the Year 2017*. Accessible online here: <http://hcd.gov.jo/en/content/law-rights-persons-disabilities-no-20-year-2017>



Jordanian parents who sent their children to school regularly were also **twelve times more likely to mention that teachers were well equipped to manage children with disabilities** and **six times more likely to say that their child had access to a resource room and assistant teacher at school** compared to those who did not send their children to school on a regular basis.

### Barriers



Both Syrian and Jordanian parents who did not send their children to school regularly were respectively **four and three times more likely to say that access to educational facilities was easier for a child without disabilities**, compared to parents who did send their children to school on a regular basis.



Meanwhile, Jordanian parents were **five times more likely to say that teachers were not very well equipped to manage children with disabilities in their classrooms**, often stating that **the school did not have an integration system or support mechanisms such as assistant teachers or resource rooms for children with disabilities**.



Similarly, Syrian parents in the host community who did not send their children to school on a regular basis were more likely to say **“our school does not have an inclusion program or additional support such as resource rooms or assistant teachers.”**



As a result, both Syrian and Jordanian parents in the host community were **more likely to believe that it would help to have access to specialized centers for their children with disabilities as opposed to inclusion programs in local schools**.



Meanwhile Syrian parents in both camp and host community settings were more concerned about physical access to school facilities by being more likely to say **“It is difficult because my child’s disability prevents him from reaching the school or using school facilities easily.”**

### Analysis:

*Findings clearly highlight that Jordanian and Syrian parents who sent their children to attend classes on a regular basis expressed much more confidence in their school’s accessibility and the availability of adapted support in the form of resource rooms or assistant teachers. On the other hand, parents who did not send their children to school had less faith in educational establishments’ accessibility and capacity to address their children’s learning needs, which in turn meant that they were more in favor of their children attending specialized centers that were more adapted to their needs.*

*It is important to note that this was less apparent among Jordanian parents who had more faith in their schools’ capacity to support their children’s educational needs. Meanwhile, Syrian parents in particular were more concerned about physical accessibility in both camp and host community settings which might also reflect certain fears linked to marginalization that are usually more apparent among refugee communities.*

*Interestingly, positive feedback on inclusion was particularly apparent among teachers in Azraq camp setting where teachers mentioned that although other children acted strangely around children with disabilities in the first weeks of the school year because they found them to be different, this quickly improved following awareness sessions led by teachers. **“A 5-year-old boy in our class insists on distributing biscuits to all his classmates who have a disability and makes sure they eat their snack every day. He has developed a unique bond with his classmates through this small gesture,”** said one of the teachers in the camp. Inclusion of children with disabilities seemed to be more challenging for educators in the host community who mentioned that the children sometimes required further attention from teachers which could affect the other students, by “taking the class out of order or focus.”*

*According to the special education teacher who was interviewed separately and who had acquired teaching experience in both camp and host community settings previously, the more inclusive dynamic in Azraq camp could be linked to the fact that its community was very homogenous with well-developed social linkages and geographical proximity between families: **“due***

**to the fenced nature of the camp, families reside at close distances from one another and are familiar with each other while the children are also sent to the same school, unlike in the host community where children with disabilities might be more isolated from other children due to geographical distances and absence of close social relationships between the different communities.”**

*In addition to fostering positive behaviors from the other children in the classroom, inclusion also played a key role in the development of children with disabilities according to teachers in both settings, this was particularly the case for children with learning and speech disabilities. One teacher in the host community mentioned the story of a child with a speech disability: “When he first started school, he did not speak at all and only made gestures with his hands instead. However, once he began socializing with the other children who were constantly talking and playing around him, it encouraged him to begin uttering words. Gradually within a few months he was even able to form small sentences and express himself to the teachers and other children.”*

*The varying successes in inclusion of children with disabilities in classrooms in the host community and camp settings can be linked to many factors, including the age difference between the pre-primary school children in the camp setting and those in primary school in the host community setting. Moreover, because of the closed environment and additional presence of humanitarian actors, teachers in the camp setting enjoyed further support such as assistant teachers and resource rooms. In addition, the teachers in the camp setting benefited from the technical support of the special education teacher who was able to advise them on the needs of every child depending on their disability. When it comes to parents’ concerns linked to inclusion in the host community, exploring partnerships between specialized centers and mainstream schools could be an innovative middle ground approach that would enhance the inclusion of children with disabilities in mainstream educational facilities, while also providing additional support to teachers, and in turn quelling some parents’ fears linked to schools’ capacities to accommodate children with disabilities and help them thrive.*

## e. Concerns related to bullying and stigma

### Enablers



Jordanian and Syrian parents from the host community who sent their children to school regularly were respectively **close to three and four times more likely to say, “It is not likely at all that my child will be bullied at school,”** compared to parents who did not send their child to school on a regular basis.



Syrian parents in the host community who sent their child to school regularly were also close to **six times more likely to say, “It is easier [to send my child to school] because my child interacts with other children, makes friends, and experiences the social benefits of school.”**

### Barriers



When it came to bullying, Jordanian parents were **more than ten times as likely to say, “A disadvantage of ensuring that my child attends classes every day is that my child will be bullied at school.”** They were also more likely to believe that both teachers and students would have a lack of consideration for their child’s needs compared to parents who sent their children to school on a regular basis.



Syrian parents in the host community who did not send their children to school regularly were also **close to ten times more likely to say, “It is difficult because teachers and students have a lack of consideration for children with disabilities” and more than twice as likely to believe that their child would be bullied in school** compared to Syrian parents who did send their children to school on a regular basis.



Interestingly, Syrian parents in Azraq camp who did not send their children to school regularly were **more likely to say, “My child can misbehave and hurt others.”**

## Analysis

Both Jordanian and Syrian parents who sent their children regularly to school were less concerned about bullying and more invested in their child's positive social interactions with other classmates. On the other hand, parents who were unable to send their children to school on a regular basis were much more concerned about bullying and both teachers and students' capacity to be in-tune with their child's needs.

Curiously, the roles were reversed in the camp with parents of children with disabilities being more concerned about their own child harming their other classmates. This finding might indicate a higher level of stigma linked to children with disabilities in the camp setting where parents seem to be more worried about appearance and behaviors towards others. This was corroborated by teachers in the camp setting who noticed that some parents still felt shame due to lasting stigma around disability, often resulting in the child staying at home instead of attending school. In their opinion, this was particularly apparent among fathers when it came to boy children with disabilities since the male gender is a symbol of the family's pride and lineage in Syrian culture, and Middle Eastern culture as a whole. One teacher recalled a father of three boys with intellectual disabilities who was unable to come to terms with his children's condition despite numerous interventions.

Nevertheless, the linkages between stigma and the male gender occasionally pushed fathers to integrate their boy children in schools so that they can "learn and be just like the other children" particularly in host communities where teachers confirmed that more efforts were put in by parents when it came to the inclusion of boys. They also mentioned that parents of girls would be more worried about bullying and fear for their daughters in general, which can also be reflected in the need to conceal and protect women and girls from any type of harm. One teacher in the host community recalled the case of an 8-year-old female student with a physical disability who was being avoided by her classmates because of her appearance.

Concerns linked to bullying were much more apparent among parents and teachers in the host community. For this reason, town hall meetings held at the school may be necessary to help put parents' minds at ease. In addition, short information sessions or 'A buddy system' programmed to pair children with disabilities to

other children without disabilities can go a long way in helping the children feel accepted and protected as well as giving the parents a sense of peace about releasing their child to the care of the school during class-time. Similarly to parents, school mates may need some interactive educational opportunities to become more sensitive and accepting of children with disabilities. This approach could also help address the fears of parents of children with disabilities in the camp regarding their own child misbehaving if they felt that other parents and children had more understanding of their child's specific needs.

## f. Physical and financial barriers to regular school attendance

### Enablers



When it came to physical barriers, transportation in particular, geographical proximity played a key role in children's access to school. Both Jordanian and Syrian parents who sent their children to school regularly in the host community were respectively **more than twice and three times more likely to say, "It is easy because we live only a short distance from the school,"** compared to parents who did not send their children to school on a regular basis.



In addition, parents in all three category groups – including the camp – who sent their children to school regularly were more likely to say that **their child had a personal aid to escort them to and from school, often referring to a family member, neighbor or other student who accompanies them.**

### Barriers



Jordanian and Syrian parents who did not send their children to school regularly were respectively **close to three and four times more likely to say, "It is difficult because we need a bus due to distance to the school and my child's disability,"** compared to parents who did send their children to school on a regular basis.



Meanwhile, Syrian parents in both camp and host community settings who did not send their children to school regularly

were **much more likely to say that their child needed a stable escort to accompany them to and from school.**



More importantly, when it came to financial barriers, both Jordanian and Syrian parents in the host community who did not send their children regularly to school were **more likely to mention that their family faced difficulties in paying for school items such as stationery and daily allowance** which relates to a very small amount of money (usually 0.05-0.10 JD in the form of coins) given to the child to buy some food or drinks while at school.



This was also a concern for Syrian parents in Azraq camp who did not send their children to school regularly and who **were more likely to say they needed support to purchase materials such as school bags and stationery items.**

#### Analysis:

*Findings under this theme highlight the importance of adapted transportation needs for children with disabilities to enable travel to and from school safely.*

*This is in addition to the added value of escorts which seem to be an important factor in parents' decision to send their children to school regularly or not. Financial factors can also significantly impact parents' decision-making process. This was particularly apparent among parents in the host community setting who were worried about not being able to afford basic school supplies and materials. This was also validated by teachers in the camp setting who said the school would make occasional donations to parents of children with disabilities, who could not afford school bags or clothes for their children. This was done as an encouragement to parents and caregivers to keep sending their child to school regularly.*

*Teachers in the camp setting also mentioned that many parents of children with disabilities, who were financially vulnerable, were more reluctant to send their children to school because the class schedule conflicted with their daily work routine, making them unable to accompany the child to and from school. For this reason, World Vision implemented a bus transportation system dedicated to children with disabilities in the camp to ensure that they would be safely escorted to school and back while their parents could still work and maintain their daily income.*



© Mercy Corps. students with disabilities included in class in Zaatari and Azraq camps, Benefiting from adapted desks that were created in the adaptation workshops operated by Syrian volunteers under supervision of the Mercy Corps team via UNICEF funding and support.

## IV. IMPACT OF COVID-19 PANDEMIC ON CHILDREN WITH DISABILITIES EDUCATION

### *Challenges with remote learning*

During focus group discussions, teachers in camp and host communities reflected on their remote learning experiences during the strict lockdown periods imposed in Jordan as a result of the COVID-19 pandemic. In order to adapt to this new reality, teachers from both camp and host communities filmed their lessons and sent them to parents of children with disabilities via WhatsApp as part of their programs. On the one hand, this provided teachers with the opportunity to follow up bilaterally on the needs of children with disabilities by communicating with parents over the phone and sending tailored videos for each child. On the other hand, this also entailed challenges as not all parents were able to regularly follow up on their children's learning needs, particularly if their children had severe intellectual or developmental disabilities requiring support from experienced teachers. For these reasons, the HCD had recommended the continuation of face-to-face learning for children with disabilities as early as September 2020 in order to avoid regression.<sup>32</sup>

Some challenges during the pandemic's remote learning phase in Azraq camp included the quality of the internet connection which made long video lessons more difficult for parents to download and watch. For this reason, teachers limited the videos to 4 minutes but sent more than one video during the day. Moreover, not all teachers from the host community reported always being able to follow up on children with disabilities' learning needs during the remote learning phase due to lack of resources and support. They also expressed concern that the MOE's lessons that were broadcasted on television networks were not always adapted to children with disabilities' needs which led to obvious

regressions in previously acquired educational and developmental skills.

These gaps were noticed early on by disability experts at the HCD who supported both the Ministry of Education (MOE) and Ministry of Health (MOH) during the pandemic in order to adapt services to children with disabilities' needs. Together, they worked on establishing tailored online learning platforms for children with disabilities where relevant learning materials could be found in addition to video lessons, soundbites and awareness materials linked to COVID-19. The HCD also supported children with disabilities' access to adequate COVID-19 screenings and vaccination centers in order for them to be able to return to the classrooms as soon as possible and avoid any further learning regressions during the pandemic.

***“We developed an application for students with visual disabilities because we saw that they were much more responsive through phone applications such as WhatsApp as opposed to Zoom and Teams which they found to be more challenging to use. We also developed a specialized platform for intellectual and developmental disabilities such as autism, which provided support to parents on how to address their children's needs during lockdown and connected them to specialists who could support them and provide guidance on both educational and health needs,”*** said disability experts at the HCD.

Unfortunately, the 2020-2021 school year ended mid-pandemic and while remote learning was still in progress which made it challenging for teachers to follow up on the children's progress at the end of the

<sup>32</sup> Maram Kayed. (17 September 2020). "HCD urges government to maintain face-to-face education for students with learning difficulties and those with disabilities", *The Jordan Times*. Accessible online here: <https://jordantimes.com/news/local/hcd-urges-government-maintain-face-face-education-students-learning-difficulties-and>



© UNICEF/UN0482107/Haidar. Walid 13 year old boy with disability walks with his father Adnan in Beddawi Tripoli.

year, and ensure that most children with disabilities had been able to enroll in primary or secondary school. According to the teachers, the children with disabilities who faced the most challenges enrolling in primary or secondary school following the pandemic were children with intellectual disabilities whose progress had particularly regressed during the remote learning period. In addition, some children with severe visual disabilities - in the camp setting in particular – also faced challenges enrolling in primary and secondary schools as many were not equipped to receive them.

### **Continuation of video lessons following their popularity among parents and children during the pandemic**

A positive outcome from remote learning came in the shape of the video lessons that were being shared via WhatsApp, particularly in the camp setting where teachers are eager to continue despite children's recent return to the classroom. According to teachers, the videos would allow parents to follow up on children with disabilities' homework as they would be able to watch the videos as many times as they wished in the comfort of their home.

Despite some challenges with internet connection, particularly in the camp setting, the videos were very popular among parents and children as they could be easily tailored to their needs by the teachers. This approach was also convenient for teachers who were also filming their lessons on their mobile phones within their homes. As for the host community, similar models could also be further invested in through the remote learning platforms that were already established by the HCD during the pandemic.

***“This is something we can continue doing even if the children are now back in school because it can help guide the parents at home and over weekends for example while giving them ideas of educational exercises they can do with their children. The lessons I filmed with my phone and shared on WhatsApp covered many topics ranging from hygiene and COVID-19 awareness, to colors, numbers and sounds. They were very popular among the parents and the children alike,”*** said the special education teacher.

## V. CONCLUSION AND RECOMMENDATIONS

The COVID-19 pandemic exacerbated the educational marginalization of children with disabilities, both in terms of their learning outcomes and their access to education. The behavioral barrier analysis conducted with more than 250 Jordanian and Syrian parents in December 2021 identified the critical role that parents and caregivers play in determining the learning opportunities for their children with disabilities. Additionally, focus group discussions with teachers and disability experts provided insight to ways in which the education system might address the systemic barriers to greater inclusion of children with disabilities and their families.

Without consistent investment of technical and financial resources to address these barriers, and the continuous commitment of the Government of Jordan and all educational actors inside the country, including UN agencies and international donors, towards accelerating access to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all, these children will continue to be marginalized and excluded.

The recommendations below are informed by both the barrier analysis and the focus groups. Recommendations have been made for government, education providers and civil society as they all play a critical role in creating an enabling environment that engages and supports parents of children with disabilities. This study focused on the Jordanian context but provides an example of the importance of understanding the perspective of parents of children with disabilities in any context.

To this end,



### **The international community should provide support to the Government of Jordan**

to facilitate an increase in national expenditure on education to 15%-20% in line with international benchmarks and the Incheon Declaration.<sup>33</sup> For Jordan, the proposed budget for 2022 allocates 12%,<sup>34</sup> an increase from close to 10%<sup>35</sup> in 2019.

Within this increase, funding should be expanded to support inclusive education (including teacher training, accessible infrastructure, assistive technology) in both camp and host community settings in line with the Ministry of Education and The Higher Council for the Rights of Persons with Disabilities' 10-year strategy for inclusive education.



### **Commitments towards the Sustainable Development Goals,**

namely Goal 4, for children with disabilities, are to be continued and further supported by the responsible ministries by integration in the national plans of action, including:

- Setting concrete time-framed targets when it comes to the inclusion of children with disabilities in public schools, particularly for Jordanian and Syrian refugee children from more vulnerable socio-economic backgrounds, and for children with severe intellectual and developmental disabilities who might require further support within the classroom.
- Coordinating with all education actors in Jordan to enhance the collection and exchange of data on out of school children and other gaps in the sector in order to adequately inform current and future sector plans and interventions.

<sup>33</sup> UNESCO (2015). *SDG4 – Education 2030, Incheon Declaration (ID) and Framework for Action for the implementation of Sustainable Development Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.* Accessible online here: [http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

<sup>34</sup> Petra Jordan News Agency. (20 December 2021). "Government announces 2022 draft budget, projects expenditure at JD. 10.066bln", Petra Jordan News Agency. Accessible online here: [https://petra.gov.jo/Include/InnerPage.jsp?ID=39753&lang=en&name=en\\_news#:~:text=113%20billion%20against%20JD956%20million,by%20JD100%20million%20to%20JD1](https://petra.gov.jo/Include/InnerPage.jsp?ID=39753&lang=en&name=en_news#:~:text=113%20billion%20against%20JD956%20million,by%20JD100%20million%20to%20JD1)

<sup>35</sup> The World Bank data and UNESCO Institute for Statistics. "Government expenditure on education, total (% of government expenditure) – Jordan". Accessed 11 February 2022 at: <https://data.worldbank.org/indicator/SE.XPD.TOTL.GB.ZS?locations=JO>



- Forming strategic partnerships with local and international actors with the aim of gap filling in provision of inclusive special needs education to children with different forms of difficulties and disabilities, including infrastructural rehab.



**Education Donors** should meet educational gaps identified in the Refugee Resilience Regional Strategic and Needs Overview 2022. Currently, only 14% of the overall needs in Jordan are funded and only 7.7 million has been received for education<sup>36</sup>. Consequences of under-funding include increased learning losses and dropouts, alongside diminished opportunities for continued education and training.



**The Ministry of Education, Donors, and UN Agencies** should scale up support for and provide holistic, integrated services to meet the needs of children with disabilities and their parents. This includes:

- Early identification of children with disabilities;
- Financial, technical and socio-emotional support for parents;
- Case management to support the provision of specialized services including accessible transportation, assistance services, rehabilitation, and assistive devices;
- Financial and in-kind support to organizations of persons with disabilities or of parents of children with disabilities, to provide parents with information and support.



**All education actors in Jordan, including the Ministry of Education, UN Agencies, INGOs and local actors should:**

- Engage directly with children with disabilities and their parents to identify and address behavioral barriers to their attendance and school and ability, to set learning goals and to create a supporting learning environment in the home;
- Support the inclusion of children with disabilities in mainstream education by enhancing instruction and learning materials to incorporate universal design

for learning, promoting positive images of children with disabilities, and empowering teachers to tackle disability-related bullying and stigma and refer children to specialized services based on the organizational capacities and expertise, according to the Do No Harm principle;

- Engage communities to further support children with disabilities' education – including parents, neighbors, social networks, youth groups and other children – through gender and disability-sensitive awareness campaigns, support clubs and interactive community or school events, and seek support from expert entities for accurate and context-relevant messaging;
- Support socio-economic and community-led initiatives that can help develop strong support mechanisms for parents of children with disabilities enabling them to prioritize their child's educational journey and overcome the physical and financial barriers to regular school attendance;
- Provide appropriate technology to support in-person and remote learning for children with disabilities;
- Encourage strong collaborations between the health, protection and educational sectors to better address the needs of and support children with disabilities' regular school attendance or appropriate learning opportunities.



**Civil society actors should:**

- Engage and support children with disabilities and their parents in the design of programming to ensure that activities are tailored to meet their needs;
- Facilitate community-based dialogues and communication that challenge existing disability norms and stigmas that restrict children with disabilities' upholding of their rights and rightful access to services, while also targeting their parents and caregivers with key messages;
- Regularly monitor the progress on commitments made to support inclusive education by all national actors, including government authorities and educational actors.

<sup>36</sup> Regional Refugee and Resilience Plan in Response to the Syria Crisis. (September 2021). *2021 Progress Report*. Accessible online here: [3RP\\_Progress\\_Report2021.pdf \(3rpsyriacrisis.org\)](https://3rpsyriacrisis.org/Report2021.pdf)

# ANNEX 1 – Behavioral determinants, strengths and limitations of the barrier analysis methodology

Overview of Determinants of Health Behavior Examined Through a Barrier Analysis	
Self-efficacy	An individual's perception that he can do the behavior given current knowledge, skills and resources. SE is generally expressed through what makes a behavior difficult or easier.
Social Norms	The perception that people who are important to the priority group member (PGM) approve or disapprove of them doing the behavior (injunctive norms) or also do the behavior themselves (descriptive norms).
Positive Consequences	Refers to the perception of the benefits that occur as a result of practicing the behavior (which may or may not be related to the reason for promoting it).
Negative Consequences	The negative things that did or could happen as a result of doing a behavior.
Access	Includes the degree of availability required to adopt a given behavior. This is multi-faceted and can include barriers related to geographic access, finance, language, culture, service quality, and gender.
Cues for Action	The ability to remember to do a behavior or how to do a behavior correctly.
Susceptibility	Perception of vulnerability to the problem that the behavior is meant to prevent.
Severity	The degree of seriousness of a problem.
Action Efficacy	The belief that practicing the behavior will prevent the problem.
Policy	The existence of laws and regulations (local, regional, or national) that hinder or facilitate the adoption of the behavior.
Culture	The perception that the behavior is permitted by the society.
Religious beliefs	Perception that a religion or God (or gods) approve of the behavior to prevent the problem or the belief that God (spirits, curses or the divine) cause the problem.

## Strengths of the barrier analysis methodology:

The barrier analysis is a widely accepted tool for measuring both barriers and enablers among Priority Group Members (PGM) surrounding any number of behaviors. Since its inception it has been used to study health, nutrition, WASH, infectious diseases, agriculture, livelihoods, and most recently, child protection behaviors. Although the sample size is small, it is able to achieve reliable results. Each barrier analysis can study one unique behavior among only one Priority Group (PG) at a time and result in key policy and programmatic recommendations linked to this particular group's needs.

## Limitations of the barrier analysis methodology during this particular study:

Traditionally, barrier analysis data are coded collectively by the enumerators who have spoken to each respondent together with their supervisors and entered into a barrier analysis Tabulation worksheet. In this case, an external consultant was engaged to translate, code, and tabulate the responses. There is no known data to help determine the efficacy of one method over the other. In addition, data collected from Azraq camp needed several rounds of cleaning and support from an external consultant due to numerous errors. As such, although some analysis was possible, the sample size had to be reduced to a total of 71 respondents in lieu of 90, which resulted in far fewer statistically significant findings compared to the host community. That being said, the camp population in itself is significantly smaller (close to 40,000) than the refugee population in the host community (more than 550,000).<sup>37</sup> Due to the anonymous nature of the questionnaires, findings linked to specific genders and ages of children with disabilities were limited.

<sup>37</sup> <https://data2.unhcr.org/en/situations/syria/location/36>

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. We serve all people regardless of religion, race, ethnicity or gender.

We believe a world without violence against children is possible, and World Vision's global campaign *It takes a world* to end violence against children is igniting movements of people committed to making this happen. No one person, group or organisation can solve this problem alone, it will take the world to end violence against children.

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