

## **Dropout of Students with Disabilities from Public Schools' Basic Educational Stage: Jerash Governorate**



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## 1 Executive Summary

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According to a joint report issued by UNICEF and the Ministry of Education (MoE), the number of children who are not enrolled in schools in the Hashemite Kingdom of Jordan constituted 4.7 per cent of children between 6 and 11 years of age. The report also indicated that there is a total of 112,016 children in Jordan, at a rate of 6.2 per cent, who are not enrolled in schools from grade one to grade ten.<sup>1</sup> This report clearly showed that there are many reasons for students not to enrol or dropout from schools. The problem of dropout is considered one of the social problems that affect the educational foundations of children as well as the future of society as a whole. It is worth noting that research regarding this problem often sheds light on specific groups of children, and this issue is rarely studied in relation to children with disabilities.

This policy brief aimed to study the reality of school dropout among students with disabilities from the basic school stage in public schools in Jerash Governorate. This was done in order to reveal the causes of this problem and the extent of its impact on this category of children. It also aims to provide a set of recommendations for decision makers aimed at alleviating the burden of this problem, and contribute to raising the percentage of students enrolled in schools, and thus improve their social and economic conditions.

The policy brief findings revealed a number of challenges that face students with disabilities, which leads this category of students to drop out of schools. These challenges included many aspects, such as: 1) Negative cultural tendencies and stereotypes against students with disabilities by some students and teachers. 2) Service challenges related to the level of environmental preparation, accessibility, and accommodating arrangements of the classroom and school environment in a manner commensurate with their needs. 3) The presence of a number of challenges regarding the mandatory implementation of legislation and laws related to the education of children with disabilities. 4) The scarcity of awareness programmes provided to children with disabilities and their families about the importance of education and the dangers of school dropout.

The policy brief put forth a number of recommendations for decision and policy makers in the education sector regarding students with disabilities, which aim to mitigate the challenges that prompted students to drop out of school. These recommendations are as follows:

- **First:** the need to implement legal legislations related to the education of persons with disabilities in cooperation between the Higher Council for the Rights of Persons with Disabilities (HCD) and the Ministry of Education (MoE).
- **Second:** the need for preparing and qualifying teachers in the etiquette of dealing with students with disabilities. This should be done in cooperation between HCD, MoE, and the Queen Rania Teacher Academy (QRTA), in addition to other centres concerned with teacher training.

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<sup>1</sup> Joint report issued by UNICEF and the Ministry of Education, December 2020.

<https://www.unicef.org/jordan/ar/report-with-the-latest-data-about-out-of-school-children-in-jordan-before-the-pandemic-covid-19/press-releases>.

- **Third:** the need to employ educational technology in teaching students with disabilities, in cooperation between HCD, MoE, and the Ministry of Digital Economy and Entrepreneurship (MoDEE).
- **Fourth:** the need for developing awareness and educational programmes for children with disabilities and their families. Such programmes should stress the importance of education for persons with disabilities. This needs to be done in partnership between HCD, MoE, and civil society institutions, including media organisations.

## 2 Policy Brief Methodology

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The policy brief applied the following methodology: **First:** Reviewing secondary sources and references, as well as legislations and laws related to *inclusive* education. **Second:** Conducting a number of in-depth interviews with officials from relevant authorities, and here are their names with due respect to their titles:

Ayman Al-Atoum	Principal of a public school, Jerash Governorate.
Basem Odaibat	Director of the Directorate of Education, Jerash Governorate.
Buthaina Freihat	Director of the Department of the Rights of Groups Vulnerable to Violation on Rights Abuses Protection National Centre for Human Rights.
Mustafa Odaibat	Principal of a public school, Jerash Governorate.
Yazan Al-Khalili	Director of the Education Department Higher Council for the Rights of Persons with Disabilities.

**Third:** Holding one focus group discussion session with 8 parents of students with disabilities from the basic educational stage in public schools.

It must be emphasised that the information contained in this policy brief does not necessarily reflect the views of the interviewees, and they are not responsible for its contents. This brief represents the positions and conclusions of its research team in analysing the experiences and information provided to them regarding school dropouts for students with disabilities in Jerash Governorate, as well as analysing the outcomes of the focus group discussion, in addition to the desk research prepared by the team.

### 3 Introduction

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According to Jordan's Centennial website, tracing the history of the Jordanian state reveals its great interest in the educational sector. Since the establishment of the state in 1921 with 25 schools only, their number increased over the years from 958 schools in 1952-1953 to 7127 in 2021,<sup>2</sup> and the total number of students enrolled in the Kingdom's schools increased from 170,777 male and female students in 1952-1953 to 1,102,651 male and female students in 2021, which indicates that the number of students has doubled by a high and noticeable percentage. On the other hand, the number of teachers increased from 4,442 male and female teachers in 1952-1953 to 39,653 male and female teachers in 2021.<sup>3</sup>

Despite the importance of targeted development programmes in the education sector in Jordan and their clear impact according to the above-mentioned statistics, the education sector in general, and schools in particular, still face a number of challenges that make schools an unattractive environment that forces students to drop out of the education cycle. These challenges are much deeper for students with disabilities.

The phenomenon of school dropout spreads in many societies, as it appears clearly in all educational stages and all types of educational institutions and among male and female students in a different manner. This phenomenon is nothing but a product of a cumulative interaction between educational, economic, social, cultural and family factors that push the student to withdraw from the educational system leaving repercussions on the individual, family and society as well.

In Jordan, according to the academic annual report 2018-2019, the number of students who dropped out in the Kingdom from the first to the tenth grade reached 6708, at a rate of 0.38 per cent.<sup>4</sup> In Jerash Governorate, according to what was stated in the 2017-2019 development programme for Jerash Governorate, the school dropout rate in Jerash Governorate reached 0.49 per cent.<sup>5</sup> This shows the large size of this phenomenon in Jerash compared to the total percentage in the Kingdom.

As for persons with disabilities dropping out of schools, there are no official statistics or figures documenting their numbers, and the problem was identified based on the direct observation of researchers from Jerash Governorate.

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<sup>2</sup> The education sector in Jordan, the official website of the Jordanian State Vision, for more information via the following link: [https://100jordan.io/AR/Pages/Education\\_Sector#:~:text=The number of %20 schools, %20 spread, %20 in, the number of %20 administrators, %20 \(32100%20 administrative\)](https://100jordan.io/AR/Pages/Education_Sector#:~:text=The number of %20 schools, %20 spread, %20 in, the number of %20 administrators, %20 (32100%20 administrative))

<sup>3</sup> Statistical Yearbook 2021, Jordanian Department of Statistics.

[http://dosweb.dos.gov.jo/databank/yearbook/YearBook\\_2021/YearBook\\_2021edu.pdf](http://dosweb.dos.gov.jo/databank/yearbook/YearBook_2021/YearBook_2021edu.pdf)

<sup>4</sup> Statistical report for the academic year 2018-2019, Ministry of Education.

[https://moe.gov.jo/sites/default/files/ltqrry\\_rhsvy\\_llm\\_ldrsy\\_2018-2019.pdf](https://moe.gov.jo/sites/default/files/ltqrry_rhsvy_llm_ldrsy_2018-2019.pdf)

<sup>5</sup> Jerash Governorate Development Programme, 2017-2019, Ministry of Planning and International Cooperation.

[https://www.mop.gov.jo/ebv4.0/root\\_storage/ar/eb\\_list\\_page/Development\\_Programme\\_Jerash\\_Governorate\\_2017-2019.pdf](https://www.mop.gov.jo/ebv4.0/root_storage/ar/eb_list_page/Development_Programme_Jerash_Governorate_2017-2019.pdf)



## 4 Key Terminology

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For the purpose of this brief the following terms have been adopted:

**Basic (compulsory) education:** “Basic education is considered a basis for education and a basis for building national unity, developing capabilities and self-inclinations, and guiding students in its light. This stage aims to achieve the general goals of education and to prepare the citizen in the various personal, physical, mental, spiritual, emotional and social aspects. A student is accepted into the first year of the basic education stage if he/ she completes the sixth year of age by the end of December of the academic year in which he is accepted. A student is not expelled from education before completing sixteen years of age, with the exception of those who have a special health condition based on a report from the competent medical committee.”<sup>6</sup>

**Discrimination on the basis of disability:** “Any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise of all human rights and fundamental freedoms, on an equal basis with others, in the political, economic, social, cultural or civil or any other field, and includes all forms of discrimination, including denial of reasonable accommodating arrangements”.<sup>7</sup>

**Persons with disabilities:** “Any person who has a long-term deficiency in physical, sensory, mental, psychological, or neurological functions, which, as a result of interference with physical and behavioural obstacles, prevents the person from carrying out one of the main life activities, or exercising one of the rights or one of the basic freedoms independently”.<sup>8</sup>

**Reasonable Facilitative/Accommodating Arrangements:** “Modifying the environmental conditions in terms of time and place to enable a person with a disability to exercise a right or a freedom or to achieve access to a service on the basis of fairness with others”.<sup>9</sup>

**Accessibility:** “Designing buildings, roads, facilities, and other public and private places available to the public, and matching them in accordance with building requirements codes for persons with disabilities issued under the provisions of the Jordanian National Building Law and any special standards issued or approved by the Council”.<sup>10</sup>

**School dropout:** “Children who are of school age who are not enrolled in school, or leave it without successfully completing the educational stage in which they are taught, whether by their desire or as a result of other factors, as well as failure to attend regularly for a year or more.”<sup>11</sup>

**The rights-based approach:** “It is the approach related to human rights that deals with the issue of persons with disabilities as a human rights issue based on the law so that the state is responsible

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<sup>6</sup> The official website of the Jordanian Ministry of Education. <https://moe.gov.jo/node/15782>

<sup>7</sup> The International Convention on the Rights of Persons with Disabilities, Article No. (2).

<sup>8</sup> Law of the Rights of Persons with Disabilities No. 20 of 2017, Article No. (3).

<sup>9</sup> Law of the Rights of Persons with Disabilities No. 20 of 2017, Article No. (2).

<sup>10</sup> Law of the Rights of Persons with Disabilities No. 20 of 2017, Article No. (2).

<sup>11</sup> Al-Nasser, Abdullah Saho. 2014. Dropout from Education: The Open Road to Child Labour, Jordan.

for giving persons with disabilities all rights, and that the ministries, government agencies and civil society organisations should give them rights as rights based on the law and not as grants or favours from anyone. The approach to the services provided here is that they are based on rights, not services, and they are sustainable and comprehensive, such as maintenance and health follow-up, and there is no favour or sympathy in it, but the person with a disability is dealt with in his/her full legal capacity”.<sup>12</sup>

**The welfarist approach:** “It is the approach that relies primarily on dealing with the issue of persons with disabilities as a humanitarian and health issue that needs the care of society and the sympathy of charitable organisations and even government agencies. This approach relies on an unsustainable methodology, as it relies on providing non-sustainable services that are temporary for persons with disabilities, such as: granting chairs, providing financial assistance, etc. There is no integrated, sustainable national strategy, and it is predominantly based on compassion.”<sup>13</sup>

## 5 The Legal Framework

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International human rights covenants affirm the right to education as a fundamental right of the economic and social rights to achieve a decent life. These covenants also guarantee the right to education for all individuals in a fair manner without discrimination among them, including persons with disabilities.

Internationally, the International Covenant on Economic, Social and Cultural Rights, which Jordan ratified and adhered to in 1976, in Article No. (2) guarantees that the exercise of rights is free from any discrimination based on race, colour, sex, or other reasons, including disability.

This covenant also included Article No. (13), which stipulates that states parties must make education compulsory and available to all, emphasising that education is the basis for comprehensive human development. The Convention on the Rights of the Child issued by the United Nations affirmed in Article No. (28) that primary education must be compulsory and made available to all.”<sup>14</sup>

In addition to the affirmation of the Universal Declaration of Human Rights in Article No. (26) regarding the importance of education for all members of society, education must be provided free of charge at least in the basic and preparatory stages, with compulsory education in the basic stage, and technical and vocational education made available to the public. Education shall also aim at achieving the full development of the human personality with respect for human rights and fundamental freedoms.

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<sup>12</sup> Al-Majali, Taqa.2017, The Rights of Persons with Disabilities in Jordanian Legislation: A Comparative Study, a published master's thesis, Mutah University, Jordan.

<sup>13</sup> Majali, Taqa.2017, ibid.

<sup>14</sup> Convention on the Rights of the Child, <https://www.unicef.org/ar/%D9%86%D8%B5->



According to the 2030 Sustainable Development Agenda, goal No. (4) ensures lifelong education for all, while striving to ensure that all girls and boys enjoy free basic and secondary education, and have access to quality early childhood development and care and pre-primary education that prepares them for primary education . It also affirmed the need for eliminating gender disparity in education and ensuring equal access to all levels of education and vocational training for vulnerable groups, including persons with disabilities, with the availability of educational facilities that take into account gender differences, disabilities and children, as well as upgrading existing educational facilities and creating an effective, safe and free from violence learning environment for all.<sup>15</sup>

The foregoing shows us that the rights of persons with disabilities have been affirmed indirectly by emphasising human rights and freedoms, then the International Convention for Persons with Disabilities came to confirm such rights directly. Article No. (5) affirms the equality of persons with disabilities before the law and prohibits discrimination on the basis of disability, while ensuring that reasonable accommodating arrangements is made available to persons with disabilities. Meanwhile, Article No. (24) of the same agreement affirms the right of persons with disabilities to education, and emphasises the need to ensure an inclusive education system at all levels, and lifelong learning, while providing all reasonable accommodating arrangements, accessibility, and accessible forms necessary to achieve this.

On the local level, the Jordanian Constitution guarantees in the third paragraph of Article No. (6) the right to education by stating “The Government shall ensure work and education within the limits of its possibilities, and it shall ensure a state of tranquillity and equal opportunities to all Jordanians”. Accordingly, education is a right rooted in the Jordanian constitution, and the state has guaranteed it since its establishment, as manifested in its work to achieve it through legislation and laws that speak for it, as seen in Article No. (20) of the Constitution, which stipulates that education is compulsory and free for Jordanians in public schools.<sup>16</sup>

According to Article No. (9) of the Ministry of Education Law No. (3) of 1994, “basic education is the basis for education and a fundamental factor in building national unity, developing capacities and inclinations, and guiding students in its light”.

In light of the Law of the Rights of Persons with Disabilities No. (20) of 2017<sup>17</sup>, which is characterised by being comprehensive with regard to all aspects of the rights of persons with disabilities, Article No. (4) it emphasised the inclusion and acceptance of persons with disabilities from all walks of life as part of the nature of human diversity. It also referred to the principle of equal opportunities for persons with disabilities and ensuring the provision of reasonable accommodating arrangements, accessible forms, accessibility and inclusive design for persons with

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<sup>15</sup> Sustainable Development Goals, <https://jordan.un.org/ar/sdgs>

<sup>16</sup> To view the Jordanian constitution, please visit the following link:  
<https://representatives.jo/Ar/Pages/Al-Dustour>

<sup>17</sup> To view Law No. 20 of 2017 on the Rights of Persons with Disabilities, visit the following link:  
<http://hcd.gov.jo/ar/content/القانون-حقوق-الأشخاص-ذوي-الإعاقة>

disabilities as a necessary requirement for them to exercise their rights and freedoms and ensure that they are provided for in private educational institutions.

The MoE included in the strategic plan for education for the year 2022-2018<sup>18</sup>, and the National Strategy for Human Resource Development between the years 2016-2025<sup>19</sup>, goals related to raising the enrolment rate of students with disabilities and advancing education to include all students without discrimination so that it becomes a qualitative education that keeps pace with global development. This is to be based on a set of values, principles, legislation and foundations that confirm ensuring that students with disabilities enjoy full citizenship and undiminished rights in the field of education, thus enabling them to achieve their full potential and capabilities. It also aims to provide services on the basis of equal opportunities and non-discrimination, while emphasising that students with disabilities are part of the student community and the educational process.

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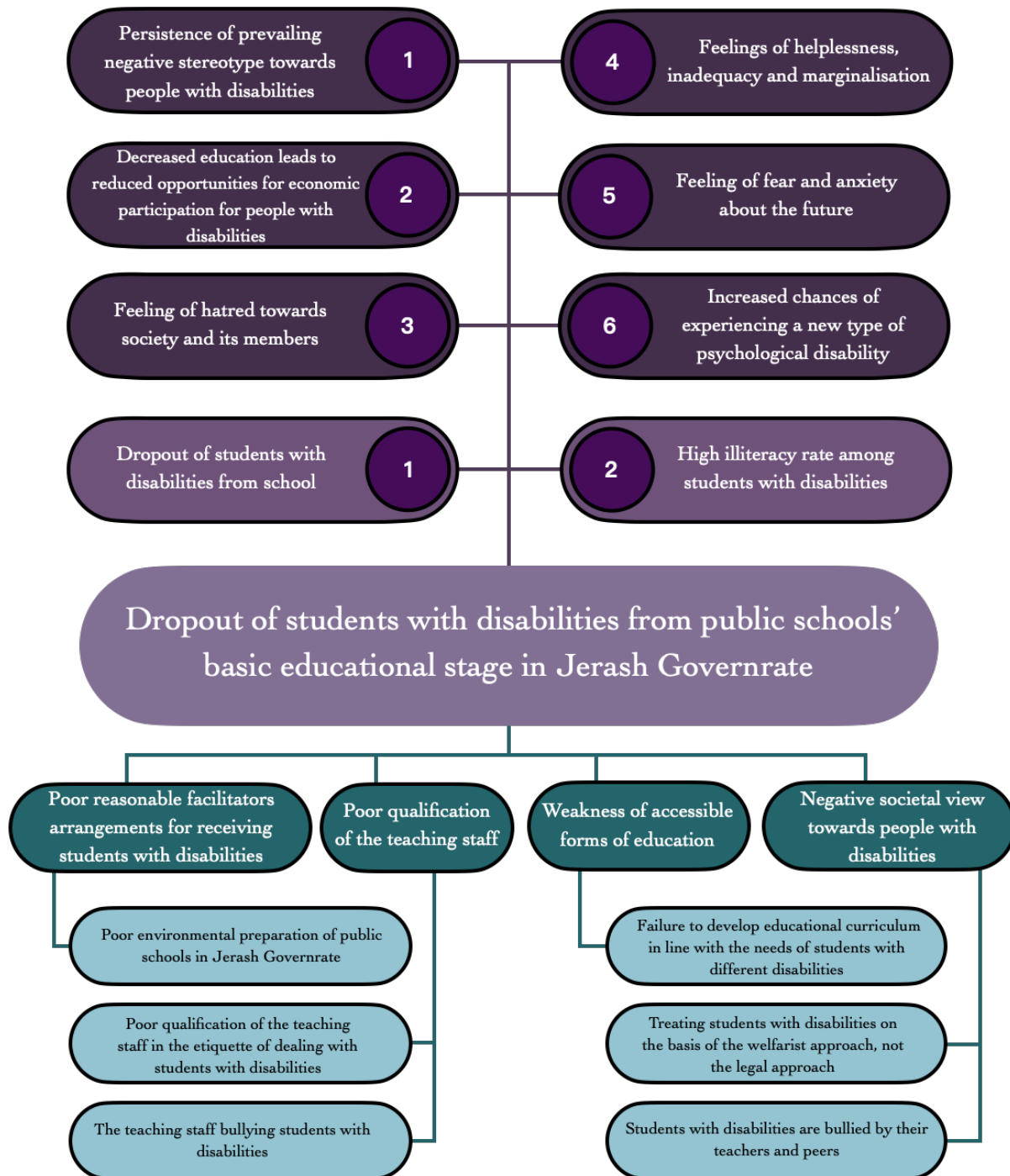
<sup>18</sup> To view the National Education Strategy 2018-2022, visit the following link:  
[https://moe.gov.jo/sites/default/files/kht\\_lwzr\\_lstrtyj\\_ltltyl - 2018-2022.pdf](https://moe.gov.jo/sites/default/files/kht_lwzr_lstrtyj_ltltyl - 2018-2022.pdf)

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[https://www.mohe.gov.jo/ebv4.0/root\\_storage/ar/eb\\_list\\_pageل\\_الخططة\\_التفصيلية](https://www.mohe.gov.jo/ebv4.0/root_storage/ar/eb_list_pageل_الخططة_التفصيلية) To view the National Strategy for Human Resources Development 2016-2025, visit the following link:  
[link:2025-2016 قطاع التعليم العالي ضمن الاستراتيجية الوطنية لتنمية الموارد البشرية.pdf](https://www.mohe.gov.jo/ebv4.0/root_storage/ar/eb_list_pageل_الخططة_التفصيلية)

## 6 Discussing Challenges

### 6.1 Problem Tree<sup>20</sup>



<sup>20</sup> A methodology to identify the problem and its causes and effects. The trunk represents the main problem, the roots represent the causes of the basic problem, and the branches represent the effects resulting from the problem.  
<https://sswm.info/ar/taxonomy/term/2647/problem-tree-analysis>

## 6.2 Discussing Challenges

The results of the focus group discussion session held with parents of students with disabilities from the basic school stage, and in-depth interviews with experts and specialists, showed that students with disabilities face myriad challenges in the school environment that pushes them to drop out of school, thus affecting many aspects of their social, economic, family and psychological being. These challenges were manifested in the following:

### 6.2.1 Lack of reasonable accommodation for receiving students with disabilities

The lack of reasonable accommodation is one of the main challenges that limit the access of students with disabilities to schools. The real inclusion of students with disabilities begins with the preparation of schools, such as the preparation of infrastructure, health facilities, and classrooms that take into account the needs of students with different disabilities and that ensure their safe and easy movement within the educational institution. A principal of a public school in Jerash confirmed this challenge by saying: *"The school's accommodating arrangements for students with disabilities is not 100 per cent complete."* In addition, an expert on the rights of persons with disabilities indicated that schools are not ready to meet the needs of students with disabilities. She said: *"Schools are not prepared for inclusive education, meaning our schools are not prepared to receive children with disabilities in terms of infrastructure, environmental facilities, and accommodating arrangements"*. We note from the interviews that there is a weakness in the readiness of a number of public schools in Jerash Governorate to receive students with disabilities.

### 6.2.2 Weak educational accessible formats for students with disabilities

The lack of educational accessible formats in public schools in Jordan in general and in Jerash Governorate in particular, is evident in more than one aspect. There is no development of educational curricula commensurate with the educational needs of children with disabilities. As the principal of one of the public schools confirms the lack of books in Braille that are appropriate to the needs of students with visual impairments, saying: *"What do schools offer students with visual impairments!! Nothing!!!!... .. Even Braille or something like that can help such students, it doesn't even have audio recordings of the lessons which can help this category of students."* In the same context, the mother of a student with a disability added that the lack of accessible educational formats will lead to poor participation of the child in the proper learning and understanding process, as she said: *"I have empty textbooks, there is no foundation, just copy, put marks... they don't care about this child, especially the weak child."*

### 6.2.3 Negative societal stereotypes towards persons with disabilities

Persons with disabilities have gained the attention of many international and national organisations and treaties in the fields of learning and knowledge. This interest has led to directing dealing with persons with disabilities to a rights-based rather than a welfarist perspective, with emphasis on their full enjoyment of their rights. Despite this, persons with disabilities still face challenges in the socio-cultural field and changing the stereotyped image towards them. Students in Jerash governorate suffer from exposure to bullying and the welfare-based approach. One of

the parents explains: *"They start with bullying, and they don't want to talk to him...and they say he is mentally ill." This pushes them to try to hide themselves or their disability*". This was further confirmed by what one of the participating parents added, saying: *"My son says I want to wear an abaya and a shawl so that no one knows me.... I do not want a job, nor do I want a school."*

#### 6.2.4 Poor qualification of the teaching staff in dealing properly with students with disabilities

The lack of experience and etiquette of dealing with persons with disabilities among the teaching staff was reflected in dealing with students with disabilities in a way that does not suit their special needs. One of the principals of public schools spoke about this, saying: *"There are no teachers equipped to deal with students with disabilities."*

The teaching staff are unqualified, as one of the mothers of students with disabilities asserted, saying: *"The teachers themselves bully children, by saying your son is a liar disabled boy."* Another woman confirms that the teachers adopt the welfare-based approach in dealing with the students with disabilities and that their presence should be in rehabilitation centres and not in schools, by saying: *"Those who have a disability...they belong to a centre..."*.

### 6.3 The consequences of dropping out on the students with disability

The aforementioned challenges directly affect persons with disabilities, as follows:

#### 6.3.1 Social implications

The continuity of the prevailing negative stereotypes towards persons with disabilities, which is based on the welfarist approach and does not exceed the limits of "sympathy" only push students with disabilities into isolation from society and fear of integrating with their peers. The feeling of social stigma of some parents of children with disabilities, thus preventing their children, especially females, from integrating into society. In this context, an expert on the affairs of persons with disabilities said: *"Girls face more challenges than boys, and this is due to our societal culture, which still gives priority to males."* The director of one of the public schools in Jerash added, *"In general, we have a culture of shame or a culture of concealing a person's disability, but girls' concealment is more than that of boys."*

#### 6.3.2 Psychological implications

The principal of one of the public schools in Jerash stresses the importance of paying attention to the psychological status of children with disabilities, and the extent of its impact on them in the future. He says: *"If the disability is not contained and, it can reflect on the disabled person and causes psychological issues and frustration"*.

Students with disabilities are subjected to bullying and rejection from their peers, teachers, and members of their community, and their lack of feeling that they have not obtained their right to education and their full rights, is reflected in their psychological conditions through feelings of helplessness, lack of self-esteem, and marginalisation, in addition to feelings of sadness and anxiety about the future, fear of involvement in society, and hatred of its members. That internal conflict,

which may often lead to a state of depression, disorder, and anxiety will add a new form of disability, which is psychological disability<sup>21</sup>. This is evident in what one of the mothers said: *"My son has an anger ... as he says that when he is older he will take revenge from his teacher."* Another mother added: *"My son says I am silent for your sake. Wallah, I will beat them even if I turn 100 years old."*

## 7 Options and Alternatives

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Based on the foregoing, the policy brief came up with a number of recommendations aimed at improving the conditions of schools, particularly public schools, in a manner commensurate with the needs of students with disabilities and in a manner that guarantees their full access to their right to education.

**First: Implementation of legal legislations related to the education of persons with disabilities in cooperation between the Higher Council for the Rights of Persons with Disabilities (HCD) and the Ministry of Education (MoE).**

**Objective:** To activate the legal provisions, specifically No. (17) and (18) of the Law on the Rights of Persons with Disabilities No. (20) for the year 2017.

**Programmes:**

- Expanding the scope of accessibility in public schools in Jerash Governorate, in line with the needs of persons with disabilities.
- Developing the curricular content and making it available in Braille or audio recordings.
- Comprehensiveness of inclusive programmes in public schools in the educational plans of Jerash Governorate.
- Setting up a committee to monitor and inspect public schools, and to specifically monitor the status of students with disabilities.

**Advantages and opportunities of the proposed recommendation:**

- Enhancing the response of official institutions with regard to violations of the rights of persons with disabilities to education.
- Ensuring the implementation of legal protections for the education of students with disabilities.
- Ensuring that the appropriate environment is provided for integrating students with disabilities into classrooms.

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<sup>21</sup> A psychological disability is: "Psychological disability is a permanent or temporary disability in an individual's personality or behaviour that negatively affects his ability to adapt personally and to get along with others." For more, visit the following link:

<https://mafahem.com/الإعاقة-النفسية/>



- Ensuring that students with disabilities receive educational content in a manner commensurate with their needs and thus obtain high-quality education.

**Challenges facing the implementation of the proposed recommendation:**

- The long period of time needed for coordination between the relevant institutions, and the development of an action plan for implementation.
- Activating laws and legislations requires long periods of time, as it needs a number of periodic control plans that ensure their activation in all schools and for all groups.
- The high financial cost of providing accommodation formats and accessibility for students with disabilities.

**Second: Preparing and qualifying teachers in the etiquette of dealing with students with disabilities, in cooperation between the HCD, MoE, QRTA and related education and training centres.**

**Objective:** To create a safe and healthy classroom environment for students with disabilities.

**Programmes:**

- Preparing a programme to rehabilitate teachers with regards to students with disabilities, as well as putting a guide for the programme.
- Providing training workshops for training teachers to deliver the content of the school curriculum in ways that commensurate with the needs of students with disabilities inside and outside of the classroom.
- Developing a guide for teachers on how to follow up on knowledge achievement and skills development for students with disabilities.

**Advantages and opportunities of the proposed recommendation:**

- Preparing teachers who are aware of the rights of persons with disabilities.
- Increasing the desire of students with disabilities to seek education.
- Implementing this recommendation does not require a long period of time nor large funds.

**Challenges facing the implementation of the proposed recommendation:**

- Teachers' belief in the importance of the rights of persons with disabilities.
- Teachers' ability to adopt and refer to the special guide for follow-up and evaluation of students with disabilities.

**Third: Employing educational technology in teaching students with disabilities<sup>22</sup>, in cooperation between the HCD, MoE and MoDEE.**

**Objective:** To increase the motivation of students with disabilities towards education, and the ease of their access to knowledge.

**Programmes:**

- Preparing a financial time bound plan between the relevant authorities in order to create the necessary infrastructure for the inclusion of technology in the education sector.
- Preparing an annual time plan for training students with disabilities to use technological techniques.
- Setting up a monitoring and evaluation system in order to measure the effectiveness of technological tools applied at the cognitive and interactive level of students with disabilities, and to work on developing them continuously in line with the desired goals.

**Advantages and opportunities of the proposed recommendation:**

- Addressing individual differences between students with disabilities, and individual differences that clearly appear between students with disabilities and their peers.
- Technology is not limited to facilitating learning and teaching for students with disabilities, it also helps facilitate their ability to communicate.
- Technological tools, particularly the interesting and entertaining tools, contribute to modifying the behaviour of students with disabilities, improving their psychological status, and mitigating their feelings of anxiety and stress.

**Challenges facing the implementation of the proposed recommendation:**

- Formulating and designing the educational technological content in a manner commensurate with the individual capabilities of persons with disabilities.
- The large financial costs required to prepare the infrastructure, provide technological equipment and supplies, in addition to the costs necessary for training teachers and students with disabilities to use technological tools.
- Coordination between specialised partners, as well as setting plans and defining implementation mechanisms.

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<sup>22</sup> For more information about educational technology and its importance for students with disabilities, please visit the following link:

[https://www.alukah.net/books/files/book\\_7125/bookfile/technology.pdf](https://www.alukah.net/books/files/book_7125/bookfile/technology.pdf)

**Fourth: Develop awareness and educational programme on the importance of education for persons with disabilities, in partnership between the HCD, MoE and civil society institutions, including media organisations.**

**Objective:** Raising awareness and the necessary knowledge about the right of persons with disabilities to education.

**Programmes:**

- Developing a national programme and preparing short and long-term strategic national plans in order to enhance the educational attainment of persons with disabilities and reduce illiteracy among them.
- Providing awareness sessions for children about the importance of education for them, along with educating them about their rights and how to claim them.
- Media programmes that highlight the importance of education for persons with disabilities as a legal right, in a manner that ensures the reduction of the stereotyped images towards them, and which also stresses the importance of their participation in the economic sphere, and the transition of their conditions from being a burden to being effective and productive members in their communities.

**Advantages and opportunities of the proposed recommendation:**

- Creating a society that believes in the abilities of persons with disabilities, and helps in perpetuating the human rights approach away from the welfarist approach.
- Preparing a generation of persons with disabilities who are aware of their rights and how to claim them.
- Strengthening partnerships between official institutions and civil society towards the rights of persons with disabilities.
- These programmes do not need large funds to implement.

**Challenges facing the implementation of the proposed recommendation:**

- The long period of time needed for changing the welfarist stereotype towards persons with disabilities.
- The long period of time needed for preparing and developing the national programme and developing relevant national plans to promote the education of persons with disabilities.

The foregoing confirms that the school environment is one of the factors that contribute to students dropping out of the classrooms where they should be present, which in turn impacts their educational, social, economic and psychological status. More research, institutional and national efforts must be made towards this in order to ensure that students with disabilities have access to quality education opportunities, in a manner that contributes to their inclusion in the social and economic life.



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