

How is it possible to improve access to educational services for people with disabilities?

Relevant articles of the CRPD: 9, 19, 24, 26

Country: Jordan

Region: Middle East

Languages available: English

Access to Educational Services in Jordan

Name of Organisation:

Arab Episcopal School – Irbid

Al-Barha Street, Irbid, Jordan

Tel. 02 / 7275572

www.aeschool.org

General services provided

- Kindergarten
- School for children until the sixth grade
- Mainstreaming program for children with visual impairments in kindergarten and schools

Good practice area submitted

The Church provides **social services to teach and integrate the blind and visually-impaired children** and **address issues related to isolation**. It supports opportunities to **teach and include children within the local community**.

Good practices

Availability

The target population is **very clearly defined**. They are **well-known to provide educational opportunities for blind children** between the age of four and thirteen. **Transportation is offered for free** to most blind students except the ones living in **very far areas** outside Irbid. They are the **only school in the whole area that includes blind children** in regular classrooms.

Affordability

The **school fees** for blind students are **supported by the church and partially from the Al Dia Charity Association**. Blind students **do not have to pay any fees** for educational services.

Accessibility

The school is **quite accessible** for blind children: there are **Braille signs, special floors at the steps' edges, Braille books**, some **screen readers** and other similar devices. There are **safety rails**, but it is **not accessible to wheelchair users** in all the facilities. **All the educational materials** are in **Braille format** for the children. The work environment is **suitable for blind employees**: currently, they have **five teachers who are blind and are capable to use the facilities efficiently**.

Accountability

They have an **anonymous complaints system**: there is a form where families can fill and put in a box at the school.

Quality

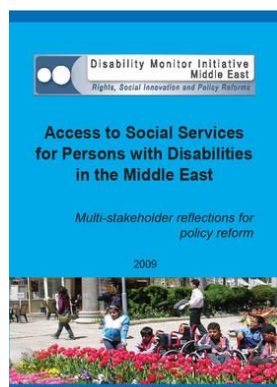
The school's inclusion program is a good example of the **inclusion of children with disabilities in regular schools**. They build students' plans **based on consultations with families, medical teams and other national NGOs** working in the same sector. A variety of **innovative and required services** are present in this high demand environment. There is a very good **security of information and filing system**. **Capacity building** for teachers is conducted **regularly**.

General – Overall comments

The practice of the school is a **good model for the mainstreaming of children with disabilities in schools**; many lessons can be gleaned from their experience. Their case is a **strong advocacy tool** to prove that implementation of inclusive policies is not difficult if there is **a will to do it and commitment to see it through**.

Background and context

Full project report: [Access to services for Persons with Disabilities in the Middle East](#) (DMI ME, 2009)



Criteria for the good practices: See pages 99 -118 of the full report.

Recommendations from the good practices: See pages 122 -125 of the full report.

Links to further resources: [Full text on article 9 - Accessibility](#)

[Full text on article 19 – Living independently and being included in the community](#)

[Full text on article 24 – Education](#)

[Full text on article 26 – Habilitation and rehabilitation](#)