Final Evaluation Report

Evaluation of the Inclusive Education Programme Model UNICEF is implementing in Public Schools

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UNICEF Jordan Country Office
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Evaluation Team

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ACRONYMS

CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
ESP	Education Strategic Plan
FGD	Focus Group Discussions
HCD	Higher Council for the Rights of Persons with Disabilities
HRB	Human Rights Based
IE	Inclusive Education
IEP	Individual Education Plan
KII	Key Informant Interviews
MC	Mercy Corps
MoE	Ministry of Education
NIES	National Inclusive Education Strategy
OOSC	Out-of-School Children
SDGs	Sustainable Development Goals
UNESCWA	the United Nations Economic and Social Commission for Western Asia
UNESCO	The United Nations Educational, Scientific and Cultural Organisation
UNICEF	The United Nations Children's Fund
ERfKE	Education Reform for the Knowledge Economy
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
SOP	Standard Operating Procedure
FCDO	Foreign, Commonwealth and Development Office
AAI	Accelerating Access to Education Initiative 2.0

SECTION 1: EXECUTIVE SUMMARY

Background: **Inclusive education is not a new concept**. It is a transformative way of progressing towards more equitable education systems and in 2015, inclusive education became a means to achieving the Sustainable Development Goal (SDG) 4 - "ensure inclusive and equitable quality education and promote lifelong opportunities for all" [1]. The Ministry of Education (MoE) in Jordan has made significant strides, with the support of its partners and donors, toward providing children with disabilities with access to schools and will continue to make progress with its endorsement of the ten-year National Inclusive Education Strategy (NIES).

Despite the MoE commitment to inclusive education, there remains significant room for improvement in providing children with disabilities with access to education. In the 2018/2019 school year, 1,396,868 students were enrolled in schools, out of which 21,859 were students with disabilities (approximately 1.5% of the total school population, compared to the 10-15% global average of people with disabilities).

The **object of this evaluation** is The United Nations Children's Fund (UNICEF) Jordan 7-year IE (Inclusive Education) Programme (hereinafter referred to as the IE Programme), implemented by Mercy Corps (MC), that aimed to ensure children with disabilities have equal access to quality education in public schools.

The specific objectives of the Inclusive Education (IE) Programme were:
1) Improve the accessibility of schools;
2) Provide children with disabilities rehabilitation sessions and assistive devices;
3) Improve the quality of education available to children with disabilities;
4) Develop a referral and tracking system for children with disabilities;
5) Raise awareness and acceptance of parents and the community on the importance of IE.

Objective: The evaluation aimed to inform UNICEF of the progress made towards achieving the programme's purpose and objectives, more specifically on 1) The adequacy of UNICEF's IE Programme delivered by MC; 2) The adequacy of UNICEF's support to the MoE at the central level, and how it aligns to the NIES as well as to good global practices.

The **scope of the evaluation** covered access, quality, demand, and system strengthening. The evaluation questions (and sub-questions) were developed based on the OECD/DAC "Guidelines for Project and Programme Evaluations". Thus, the **criteria** were relevance, effectiveness, cost efficiency and effectiveness, long-term impact, sustainability, and coverage. For each criterion, the Evaluation Team collected data as agreed each question and sub-questions.

The **evaluation methodology** was based on the United Nations principles of a Human Rights-Based (HRB) approach to development: integrity, accountability, respect, and beneficence. All relevant stakeholders participated in the evaluation, protocols on

safety, confidentiality and data were put in place, and protocols were developed to ensure everyone's safety and health during the current pandemic situation.

Data was collected through a variety of means. In total, data were collected in/from:

- Literature review
- An electronic survey sent to principals and teachers
- 9 Key Informant Interviews (KII) with key entities
- 10 school visits which entailed conducting interviews with the principals, Focus Group Discussions (FGDs) with teachers and students, school tours, and classroom observations.
- FGDs with Out-of-School Children (OOSC) with disabilities

Once raw data was collected, cleaned, and identified by data source, it was organised according to each sub-question in the evaluation matrix. Each set of data was **analysed** separately, and patterns in responses were identified.

The Evaluation Team identified three main **limitations** to this evaluation. The most critical of which is the lack of institutional memory in every entity involved or concerned with the programme, particularly at the MoE. Second, was the timing of the data collection which took place after schools were closed for 1.5 years due to Covid-19, which undoubtedly affected the evaluation participants' ability to recall important details. Third, there is a lack of consistent and reliable data on children with disabilities which is often challenging to interpret because there are several definitions of "children with disabilities" across the main stakeholders.

The Evaluation Team found that, to date, the IE Programme operated in a total of 102 schools in both host communities across all 12 governorates, as well as within the Syrian refugee camps. As a result, according to the programme documents provided by MC, the programme has integrated 4,695 children with mild to moderate disabilities into schools, trained 2,191 educators, and raised awareness of 23,088 parents and community members through awareness-raising sessions. In 2021, the IE Programme has initiated its exit strategy, and 37 schools were handed over to the MoE. The program generally achieved its set outcome level targets. However, predominantly due to program design, limited funding, short funding cycles, and weaknesses in the sector, the programme was not as successful in achieving its higher-level set objectives.

The above accomplishments are significant breakthroughs for Jordan, specifically regarding providing more children with disabilities with better access to public schools and improving public schools' capacity to accommodate students with disabilities. While these are critical, they are insufficient without the provision of more adequate resources (both financial and human) at the MoE in support of inclusive education.

Findings: In terms of **relevance**, the IE Programme is conceptually considered in line with inclusive practices, except regarding one of its main features - reliance on the

concept of the resource rooms. This implies integration and not inclusion, even if children spend most of their school days in the regular classroom.

Regarding **effectiveness**, most interventions were found effectiveness to a certain degree but could be improved in order to achieve more success. Some of the shortfalls include the absence of building consistent and standardised processes for the awareness-raising efforts and training a small number of educators per school.

In terms of **cost efficiency and effectiveness**, the evaluation found consensus on the limited capacity of the MoE – both financial and technical - to take over the responsibility of the IE Programme or roll the programme out to more schools.

As mentioned, the IE Programme played a crucial contributing role to changing perceptions surrounding students with disabilities, as well as raising awareness and acceptance of children with disabilities- at least among those within the IE Programme schools and their communities. The change in perception is considered a **long-term impact**. However, to achieve **sustainability**, more effort and investment are required to build the capacity of the MoE; institutionalise materials and processes; develop strong measures to ensure the continuous transmission of capacity, expertise, tools, and materials from the programme to the MoE.

When looking at **coverage**, the IE Programme targets children who are indeed vulnerable, a historically underserved population. The programme also reached both male and female schools, schools that are in underserved communities, Syrian refugees within the host communities as well as the refugee camps- all showing reach to populations that are considered "vulnerable".

The Evaluation Team reached **three overarching conclusions,** which are:

1. More substantial investment from MoE and its partners is critical.
2. The definition of "children with disabilities" needs to be made consistent with more reliable data and decision making.
3. Awareness-raising efforts are needed nationwide, focusing on representing children with disabilities and highlighting their strengths, abilities, and potential.

The **lessons learned** as a result of the evaluation are:

- Schools need to be enabled to meet the learning needs of ALL children, and in turn, support students to realise their potential- academic and otherwise.
- IE is the shared responsibility of several stakeholders, both public and private, in support of the MoE through stable, reliable long-term partnerships and shared accountability.
- It is critical, in any programming, to consider scalability, replicability and institutionalisation to ensure the proper mechanisms and needed financial allocations are in place toward sustainability.

The following evidence based critical and strategic recommendations were informed by the evaluation findings and derived from the extensive data that was collected from the key stakeholders and analysed. The Evaluation Team listened carefully to all individuals who participated in the evaluation; and in the formation of the recommendations paid specific attention to the shared successes, barriers and bottlenecks, perceived weaknesses and strengths of the programme and accordingly devised the recommendations. This ensured taking the perspectives of the duty bearers and right holders in the formation of the recommendations for improvement.

The findings indicate the need for UNICEF, and other donors, to continue supporting the MoE in its plan and progress towards IE and its sustainability. The MoE and its partners need to develop a long-term sustainability roadmap that plans out the gradual and reasonable transition of responsibility (both technical and financial) from the donors to the MoE. This plan should consider governance, policy, and institutional capacity- both human and financial.
Furthermore, the table below organizes the more specific recommendations at two levels- the system level and the programme level recommendations.

Table 1: Critical and Strategic Recommendations

	Recommendation	Timeframe	Responsibility
System Level	1. Strengthen IE data organisation- better documentation on enrolment and retention, including monitoring of attendance and progress. This data should be centrally recorded and updated- based on a consistent definition- in the OpenEMIS and on which all partners rely in their decision-making.	Medium Term	MoE with UNICEF in collaboration with UNESCO and USAID-funded JTAP
	2. Institutionalize the investments made under the IE Programme such as the approval and systemic utilisation of the programme developed manuals, awareness raising kits, and Standard Operating Procedures (SOP's) pertaining to IE including the development and implementation of the IEP's. Additionally, advocating toward institutionalising the "shadow teacher" job description and capacity building (pre-service as well as in-service).	Short-Term	MoE with support of UNICEF
	3-Require stronger project management and monitoring and evaluation functions and processes to ensure consistent and reliable data to inform programme decisions and continuous learning and improvement.	Immediate	UNICEF
	4-Refine the capacity building efforts through: a) More tailored trainings should be developed and	Short to medium term	UNICEF's Implementing Partner

Programme Level (through longer term programme cycles	delivered to ALL relevant MoE staff (at central, Field directorates and school levels) in order to equip them with the necessary knowledge, skills and attitudes to feel confident serving ALL students. b) a larger number of teachers need to be trained toward proper and effective inclusion of all students (including those with disabilities) in the classroom- moving away from the reliance on resource rooms and resource teachers.		
	5-Develop a mechanism through which teachers, parents and other professionals work collaboratively on the development and implementation of Individual Education Plans (IEP's) for students with disabilities.	Short to Medium term	UNICEF's Implementing Partner
	6-Systemize the awareness raising interventions: materials and sessions for awareness raising need to reach all schools. Awareness raising should focus on recognising the abilities and strengths of children with disabilities beyond acceptance.	Medium Term	UNICEF with the assistance of the Implementing Partner
	7-Develop a comprehensive list of assistive technology and devices (with specifications) so that schools are instructed and can procure the needed resources in order to accommodate any and all disabilities.	Medium Term	UNICEF's Implementing Partner
	8-Mobilise existing structures (such as the SDDP school or directorate level committees) toward leveraging comprehensive and sustainable resources and services to students with disabilities (including but not limited to physical infrastructure improvement for accessibility, rehabilitation sessions and psycho-social support).	Medium term	UNICEF and MoE

SECTION 2: CONTEXT AND BACKGROUND

2.1 Country Context

The Jordanian Education system is now halfway through the implementation of its 2018- 2022 (ESP), which heavily relied on the previous decade-long Education Reform for the Knowledge Economy (ERfKE)[1] and its achievements. The ESP development also aligned its components with the Human Resources Development Strategy that was developed in 2016- which stressed the priority of providing access to quality education to ALL children in Jordan. Regarding inclusion, many efforts have been exerted, the recent effort being the development of the ten-year NIES. The NIES has been endorsed by the MoE, and many of its objectives and components are expected to be incorporated within the ESP considering the currently underway mid-term review.

The total number of people with disabilities -according to the latest report by UN ESCWA in Jordan in 2020- is 251,499 individuals. The majority (92%) live in urban settings while only (8%) live in rural areas. Of them, (46%) are females and 54% are males, but more importantly (6%) are children between the age of 10-14 and (5.5%) between the age of 15 to 19. Disaggregating the statistics in terms of gender shows that there is a higher percentage of male people with disabilities in Jordan (aged 5-14) than females, (14.3%) compared to (11.2%) respectively. (78%) of male people with disabilities do not receive any form of schooling, compared to (62.7%) of females[2].

1. Jordan Progress toward IE

Access

In line with international agendas, Jordan has taken major steps towards inclusion of children with disabilities in its schools. According to the MoE's statistics for 2018/2019, 1,396,868 students were enrolled in schools, out of which 21,859 are students with disabilities. This constitutes about 1.5% of the total school population, compared to the 10-15% international average.

Jordan is expected to achieve better results in enrolling children with disabilities into the public school system and accommodating those children as it commences the implementation of the 10-year NIES with the generous support of several partners and donors, including UNICEF.

[1] The Education Reform for the Knowledge Economy Program (ERfKE) is a multi-donor sector program designed to deliver education's national vision which is derived from the documents of Jordan's 2020 Vision and 2002 Vision Forum for the Future of Education in Jordan.

2 UN ESCWA, Data Studio, Disability Dashboard, 2020: https://datastudio.google.com/reporting/0479429c-b7f6-4f67-a3ee-27b89a131ef9/page/e34a

- **National Inclusive Education Strategy**

The MoE has developed the 10-year NIES in collaboration with the Higher Council for the Rights of People with Disabilities (HCD) and an advisory committee, representing key entities and partners of the MoE, such as UNICEF, MC, QRTA, NCCD, QRF, among others.

The strategy lists a total of nine components covering a variety of areas aiming to enable children with disabilities with the "enjoyment of education" and access to all programmes, services, and facilities in educational institutions. According to the strategy, children with disabilities must have access to quality education in an environment that accepts diversity and provides a supportive learning environment for all.

The components are as follows:

- Component 1: Policies and legislation.
- Component 2: Awareness, Media, and Advocacy
- Component 3: Identification, Diagnosis, Support and Referral Programmes
- Component 4: Accessibility and Reasonable Accommodation
- Component 5: Learning and Teaching 'Educational Programmes'
- Component 6: Human Resources and Capacity Building
- Component 7: The Preschool Stage (Nurseries and Kindergartens)
- Component 8: Children who are not Enrolled in Mainstream Schools
- Component 9: Research, Scientific Studies and Databases

HCD and MoE have developed a 3-year action plan to kick-start the implementation of the 10-year NIES. Additionally, the PROMISE project- supported by Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)- assists the MoE to ensure proper implementation of the 10-Year Strategy for Inclusive Education (2020-2030) in four key areas:

1. It enhances national planning and management capacities.
2. The programme prepares measures for inclusive education in 18 pilot schools in three main field directorates.
3. It capacitates relevant stakeholders, including education authorities, school principals, teachers and parents on how to support Inclusive Education.
4. It raises awareness among relevant stakeholders through community events and activities to combat stigma and inform about Inclusive Education.

In support of the MoE efforts and in line with the NIES objectives, there are several other interventions and efforts supported by several donors and partners such as:

- **The Inclusive Education Guideline Manual**

In support of the NIES, the MoE and Mercy Corps launched in November 2021, the Inclusive Education Guideline Manual for public schools in Jordan. The manual aims to support Jordanian and Syrian children with disabilities who attend public schools

and create better opportunities and experiences by allowing students from different backgrounds to share one classroom. The manual was approved as an activity in the 10-year strategy for inclusive education in Jordan and currently serves as an operational guide and draws on international up-to-date contextualized best practices in inclusive education. It provides day-to-day steps and processes related to implementing inclusive education in public schools, and can be used by Ministry of Education staff, school staff, and parents.

- **Towards Greater Inclusion and Diversity in Education in Jordan**

The MoE, in partnership with the GIZ and The United Nations Educational, Scientific and Cultural Organisation (UNESCO), launched the project "Towards Greater Inclusion and Diversity in Education in Jordan". The initiative plans to closely coordinate and collaborate with the HCD in ensuring improved access to inclusive quality education for all children with disabilities. The project seeks to provide technical assistance and specialised expertise to the MoE in their efforts towards inclusion, in line with the goals and priorities outlined in the 10-year NIES and the ESP. The same partners are also focused on assessing the institutional capacity needs and implementing a roadmap toward development of the capacity.

- **Accelerating Access to Education Initiative 2.0 (AAI 2.0)**

This initiative delivered on the promise of providing quality public education and supporting access to quality education for vulnerable populations in Jordan including both Syrian and non-Syrians. It is funded by a number of donors and focuses on training new teachers, financing salaries for teachers and administrative staff, opening additional double-shift schools, and supporting blended learning. The AAI 2.0 represents the second phase of the initiative and aims to support inclusive education through increasing resources for children with disabilities in public schools.

- **USAID Enhancing School Management Project**

In addition to the above, there are a number of other efforts that are contributing to IE such as the USAID-funded Enhancing School Management Project that is working with the relevant stakeholders and the MoE on the development of school construction codes, requirements, and standards (for any future school construction) which will include specifications to ensure new school buildings are accessible.

These efforts come after UNICEF's programme and should be informed by this evaluation. It is critical for all partners to coordinate and collaborate towards meeting the national priorities in regard to IE.

2.2 The object of the evaluation

Through the life of the programme, UNICEF has been working through its implementing partner, MC, to implement an IE Programme in public schools aiming to ensure that children with disabilities have equal access to quality education. The purpose of the UNICEF intervention is to include and accommodate children with disabilities in public

schools, by providing them with all the necessary materials and resources for an equitable chance to access education.

According to programme documents, the programme's more specific objectives include:

- Improving the accessibility of schools through the construction of ramps as well as refurbishing and equipping Resource Rooms in all schools with furniture, resources, and materials.
- Providing children with disabilities with occupational, physical and speech rehabilitation sessions and assistive devices.
- Improving the quality of education available to children with disabilities, through:
    - Building the capacity of classroom teachers, including resource room teachers, on the delivery of IE Programme services, and
    - Deploying shadow teachers inside the schools.[3]
- Developing a referral and tracking system for children with disabilities.
- Raising awareness and acceptance of parents and the community on the importance of inclusive education.

UNICEF has been operating in 102 schools, in both host communities across all 12 governorates, as well as the Syrian refugee camps (Azraq and Za'atari camps). As a result, UNICEF, according to the last programme report document (for 2019) submitted by MC, the IE Programme has integrated around 4,695 people with mild to moderate disabilities and/or learning difficulties into the public school system, trained 2,191 educators, and conducted awareness training sessions that reached 19,781 parents.

In 2021, UNICEF with MC and the MoE initiated the process of handing over 37 schools to the MoE. Selection of schools were made according to:

- Evidence that these schools have the capacity to continue implementing the IE Programme with minimal support from MC's specialists.
- Schools' staff have received training on Inclusive Education.
- Staff demonstrate a positive attitude towards students with disabilities.
- The school is operational and organised, including the resource room, to support students with disabilities.
- School infrastructure and ground floor accessibility.
- The IE Programme has been implemented for 3 years or longer in the school.
- The availability of AT and in the resource rooms.

Detailed achievements of the programme between years 2017 and 2019 are included in a table in Annex 8.8.

[3] Shadow teacher in comparison to Resource room job description is highlighted in Annex 8.9

SECTION 3: PURPOSE, OBJECTIVES AND SCOPE OF THE EVALUATION

3.1 Purpose

This evaluation, as commissioned by UNICEF and described in this Final Report, is based on the United Nations principles of a human rights based (HRB) approach to development. As required, it is "normatively based on the international human rights standards and operationally directed by promoting and protecting human rights" (UNICEF, 2016). In addition, it acknowledges that "a human rights-based approach to development and gender mainstreaming are complementary and mutually reinforcing"(UNICEF, 2016).

As mentioned in the ToR (p. 1), inclusion is at the core of UNICEF's work, and the core of this evaluation. The evaluation aims to determine to what extent is the work of UNICEF in education in Jordan; inclusive of girls and boys with disabilities, equitable in its implementation, and sustainable in the long run.

This evaluation was set on the HRB normative standards, as well as upon the working motto of the CRPD and the disability movement "Nothing About Us Without Us" and includes, as main stakeholders, the **rights-holders** of the programme being evaluated. Thus, children with disabilities, their parents, and teachers are the backbone of this evaluation and provided essential information in response to the evaluation questions and sub-questions.

As per the evaluation ToR (p.3), this formative evaluation's higher-level purpose is to inform future UNICEF programming on IE in Jordan. The more specific purpose is to generate knowledge on:

- The adequacy of UNICEF's IE Programme delivered by MC in public schools in camps and host communities; and
- The adequacy of UNICEF's support to the MoE at the central level, and how it aligns to the NIES as well as to global good practices.

In addition, **two** more specific **objectives** for this evaluation have been set by UNICEF:

- Assess the quality of the IE package provided by UNICEF and delivered by MC at the school level in camps and communities.
- Provide recommendations on how UNICEF can better support the MoE to operationalise and implement the NIES in the coming three years.

3.2 Scope of the Evaluation

The evaluation's scope aims to cover the following key elements:

- **Access**: which includes the accessibility and the availability of resources and materials, including assistive devices and services such as rehabilitation sessions and referrals.

- **Quality**: which includes teacher training provided and the programme's ability to enrol, retain, and advance students.
- **Demand**: which includes raising awareness efforts to elevate awareness of students, parents, and the community.
- **System Strengthening**: which includes the support provided to the MoE toward sustainability and includes advocacy, data, and evidence generation efforts.

To fulfil the scope of the evaluation and answer the main questions, the Evaluation Team formulated questions based on the OECD/DAC "Guidelines for Project and Programme Evaluations". The **criteria and associated questions** are:

Table 2: Evaluation Criteria and Associated Questions

Criteria	Definition
Relevance	To what extent the IE (Inclusive Education) Programme objectives respond to the MoE priorities and beneficiaries' needs?
Effectiveness	To what extent was the IE (Inclusive Education) Programme in line with inclusive practices and effective in delivering results for children with disabilities?
Cost efficiency and effectiveness	To what extent do stakeholders believe the ministry has the capacity to take over the responsibility of the programme, what elements of the programme, and what is in place (budget, policies, technical capacity) to enable it to do so.
Impact Long-term	To what extent did the IE (Inclusive Education) Programme contribute to a positive long-term change for children and children with disabilities in particular, teachers and improved the current situation in terms of education, environment, social cohesion?
Sustainability	To what extent can the IE (Inclusive Education) Programme model be replicated, expanded, and sustained? To what extent has the upstream work (advocacy, technical assistance, generation and use of data and evidence) of UNICEF undertaken with the MoE contributed to the institutionalisation of the programme?
Coverage	Is the IE (Inclusive Education) Programme targeting children with disabilities and the vulnerable populations in Jordan?

The above listed criteria and main questions were parsed out into sub-questions which then guided the development of the data collection tools. The attached approved matrix (Annex 8.14) organises the rationale to gather data and generate sufficient information to answer the set questions and give practical evidence-based

recommendations to UNICEF and its partners. The matrix also considers the agreed-on divergences from the ToR (for more information, please see Inception Report).

3.3 Theory of Change (ToC)

The evaluation detailed methodology and data collection tools of the IE Programme were developed according to the Programme Outputs/ Outcomes and activities included in the programme documents. A Theory of Change was not provided since the scope of the evaluation was based on the outputs and outcomes of the programme as required by the Terms of Reference (see ToR Attached Annex 8.15).

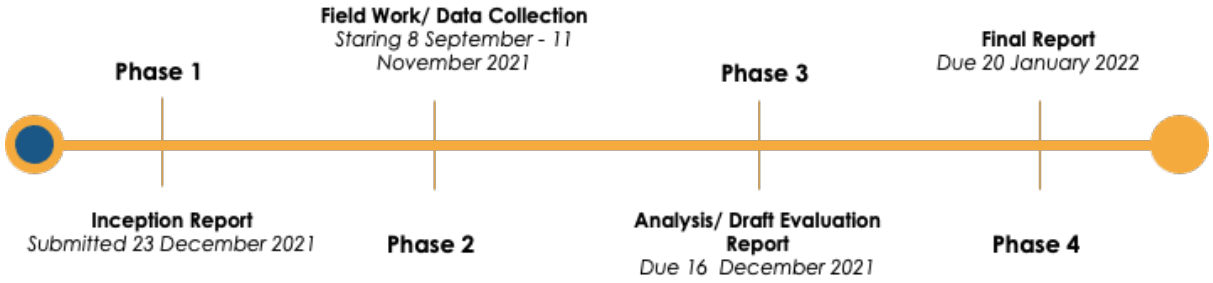
SECTION 4: EVALUATION DESIGN AND METHODOLOGY

4.1 Overview

The original evaluation contract was signed for the period extending over October 2020 to May 2021. The Inception Report was submitted as planned in November 2020; however, the data collection process was delayed due to the rising cases of Covid-19, and the MoE decision to close schools and return back to online learning. As a result, a no-cost extension until the end of December 2021 was signed, whereas the Evaluation Team resumed its work in the summer of 2021 in accordance with a revised work plan and schedule of deliverables.

Nonetheless, due to varying circumstances - including the covid-19 outbreak in one of the selected schools, in addition to the difficulty of recruiting students with disabilities, OOSC children for FGDs - a set of shifts had to be made to the work plan and timeline which led to a second no-cost extension to be signed extending the contract until Mid-March 2022. Below is the original timeline with the associated phases of the evaluation.

Figure 1: Evaluation Timeline



4.2 Evaluation process

The evaluation was conducted by a team of Jordanian and international experts in close collaboration and consistent communication with the concerned team members at UNICEF, where regular follow-up meetings with the programme manager from MC and the MoE concerned department were conducted.

Below is a detailed description of tasks and steps taken under each phase of the evaluation process:

Figure 2: Description of Evaluation Phases

Phase One Inception Phase	-Literature Review -Evaluation methodology and data collection tool development -Submission of Inception report	Deliverables: -Data Collection Tools -Draft Inception Report -Final Inception Report *December 23, 2021*
Phase Two Data Collection Phase	-Key Informant I interview with Stakeholders -School Visits -School Tours -Classroom Observations -Focus Group Discussions	Deliverables: -Data Collection summary & preliminary findings Presentation *November 22, 2022*
Phase Three Data Analysis and Reporting Phase	-Data Analysis -Evaluation Matrix development -Submission of Final Report	Deliverables -Notes and Findings -Survey Data Analysis -Evaluation Draft Report -Evaluation Report -Evaluation Presentation -Presenting key findings *February 13, 2022*

4.3 Detailed Methodology

4.3.1 Data collection Break down

1. ***Conducting a total of eight (8) Key Informant Interviews (KII)*** with the following representatives:
    - 2 MoE representatives.
    - 2 UNICEF representatives.
    - 1 Mercy Corps representative (over two sessions due to time constraints)[4].
    - 1 representative of the Higher Council for the Rights of Persons with Disabilities (HCD).
    - 1 Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) representative.
    - 1 representative from the Foreign, Commonwealth and Development Office (FCDO).

    * The list of people interviewed is also available in Annex 8.1.

2. ***Conducting a total of ten (10) school visits.***

The schools visited were selected in accordance with the agreed-on selection criteria detailed in the Inception Report.

[4] Three other meetings took place with MC representative over the duration of the assignment.

The first school visit allowed the Evaluation Team to test the appropriateness of the data collection tools, assess if a review of some of the tools developed was needed, and accordingly, the following revisions were made:

- Simplifying the language used in the FGD guides with children (with and without disabilities) to ensure that the questions and topics were more easily understood by participants.
- Adding a section to the school tour that documents the observations made across all school facilities pertaining to the accommodation of different disabilities and the resources available (particularly in the resource rooms).

At each visited school, data was gathered through interviews and FGDs with principals, teachers, parents, and students (with and without disabilities of different ages). The following interviews and discussions were conducted across the 10 schools visited:

- 10 KII's with School Principals.
- 76 FGDs:
    - 11 FGDs with School Teachers with a total of 89 teachers
    - 11 FGDs with Parents with a total of 66 parents
    - 26 FGDs with Students with Disabilities with a total of 168 students
    - 28 FGDs with Students without Disabilities with a total of 246 students

**Principals, Teachers and Parents signed consent forms, agreeing to their participation in the FGDs attached in Annex 8.11. Whereas students gave verbal consent, documented in the fieldwork recordings, attached in Annex 8.12.

In addition to the interviews and FGDs, the fieldwork also included a **school tour** at each school to assess school facilities and resources designed to measure the extent to which they are accommodating of students with disabilities- in the classrooms as well as all other school facilities. Moreover, **classroom observations** were conducted at each visited school to: 1) assess the general environment of the classrooms in regards to the acceptance of the students with disabilities among peers and with the teachers, 2) assess the ability of the observed classroom teachers in effectively including students with disabilities (both socially and academically), and 3) assess the adaptation of instruction and/or materials being worked on during lessons to meet the needs of the students with disabilities in the classroom.

**List of the schools visited, and schedule are attached in Annex 8.2.

3. Conducting FGDs and/or KII's with OOSC with disabilities

The evaluation team, after facing significant challenges in gathering lists and contact information of OOSC with disabilities from concerned partners, managed to conduct a series of FGD's or KII's (as was appropriate with specific individuals and groups of young people) and gathered information about the barriers they faced in regards to

accessing education, as well as the perceived challenges in receiving quality education designed for children with disabilities within the public education system in Jordan.

The team has successfully conducted 7 FGDs and 9 KIIs - 8 of which were virtual reaching 50 OOSC with disabilities.

**The Focus Group Discussion schedule for OOSC with disabilities is attached in Annex 8.3.

4. Electronic Survey to principals and teachers

The survey was sent to:

1. 96 principals out of the 102 schools in the IE Programme; where principals were asked to share the survey with their teachers, regardless of whether they received the training or not. *(The list of schools provided by MC to the Evaluation Team at the time included only 96 schools and not the actual number of 102 schools)*
2. 159 teachers who have been trained by the programme for the academic year 2018/2019 (compiled *from attendance sheets of trainees trained during the above academic year) regardless of whether they were still teaching at IE schools under the programme or not*.

** Full survey data is attached in Annex 8.10.

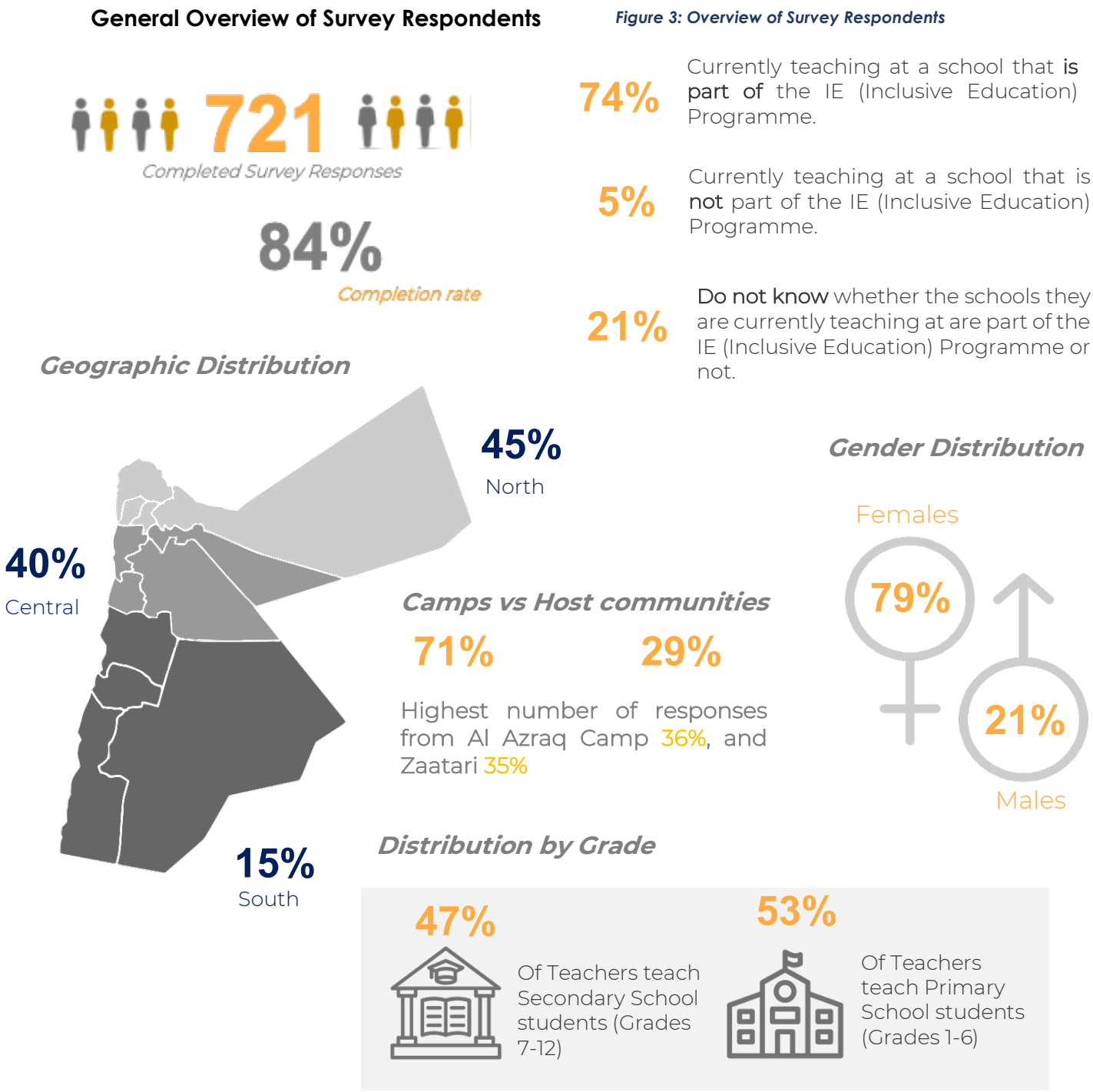


Figure 3: Overview of Survey Respondents

4.3.2 Data analysis

In order to answer all set evaluation questions and sub-questions comprehensively and accurately, the Evaluation Team reviewed and analysed all collected data. The team also triangulated data- where relevant and possible- pertinent to the same questions but collected through different means.

First, all data collected was organised depending on its type in various ways.

1. For each KII, school tour, and classroom observation specific were notes kept in their individual forms.

2. For each FGD, notes were kept in "master sheets" for each type of participant collated and summarised the findings across the pertinent FGD's
3. Survey results were taken from SurveyMonkey.com, results were cleaned, and organised for each individual question asked with the needed disaggregation

Once the clean data was ready, it was categorised by type of data source (i.e., document revision, KIIs, FGDs, observations and surveys) and organised according to each sub-question of the evaluation matrix.

Then, each set of data under each sub-question was analysed separately, and patterns in responses were observed and indicated for each set of data sources. In addition to patterns of response (i.e., Most teachers and parents agreed on a lack of rehabilitation sessions), the team also searched for instances where an individual (KII) or set of data sources misaligned with the pattern (i.e., the implementing partner indicated that all children who needed it, received rehabilitation sessions). In the case of disagreement with the pattern (or majority responses), all data was recorded with a clear indication of who/which data source provides contradictory to dissenting information. In instances where the information needed to answer the sub-question is missing, the relevant stakeholder was contacted for clarification or supplementary information.

The sets of data in each sub-question were then further compiled under each main evaluation question and analysed once again, with a view to answer a higher order question. Where again, the team looked for response patterns, agreements, and disagreements among data sources.

The data analysis took into consideration all data sources and all stakeholders' contributions.

4.3.3 Ethical Standards and Considerations

The Evaluation Team followed the four principles of ethics as stated by the UNEG (Ethical Guidelines for Evaluation 2020)[5] throughout the evaluation and, most critically, during data collection:

1. **Integrity:** the team adhered to moral values and professional standards throughout maintaining: (a) honesty and truthfulness in communications and actions during data collection, (b) professionalism based on competence, commitment, ongoing reflective practice, and credible and trustworthy behaviour, and (c) Independence and impartiality throughout, ensuring there were no conflicts of interest or bias which may otherwise compromise responsible and professional evaluation practices.

[5] UNEG Ethical Guidelines for Evaluation (2020), file:///Users/zain/Documents/Edvise%20ME/UNICEF/UNICEF%20Ethical%20Guidelines/2020%20Ethical%20Guidelines%20for%20Evaluation.pdf

2. **Accountability:** ensuring transparency in all actions taken during recruitment and data collection phases while establishing trust and accountability towards those affected by the evaluation including stakeholders and beneficiaries.
3. **Responsiveness**: as questions or events arose, adapting intentions and plans as required. If, for example, abuse or other misconduct incidents were identified, the Evaluation Team implemented protocols in place to refer cases through the appropriate channels.
4. **Respect:** the team involved and engaged with all stakeholders and beneficiaries in a way that honours their dignity, well-being and personal agency while being responsive to their sex, gender, nationality, status, age, background, religion, ethnicity, and ability as well as the different cultural, economic, and physical environments.
5. **Beneficence:** the team captured the true perceptions of beneficiaries and stakeholders while following the 'do no harm' policy. To that extent, the Evaluation Team was also careful to avoid exposing themselves and the target audience to any potential health risks where Covid-19 is concerned. The team re-scheduled visits, self-quarantined, and took all the necessary precautions as per the regulations of the Ministry of Health (MOH) in Jordan.

More specifically, the Evaluation Team followed the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis[6] through taking the following actions:

1. Ensuring that the evaluation design included all stakeholders involved -such as the donor, the implementing partners, the MoE- but, most importantly, the beneficiaries of the programme including people with disabilities (both in and out of school), people without disabilities, parents of people (with and without disabilities), and educators (principals and teachers). This was crucial in ensuring that all diverse perspectives and perceptions were collected, and heard while evaluating the programme, in order to provide a complete and comprehensive assessment.
2. In terms of protocols on safety, confidentiality, data protection and mitigation measures, data collection protocols are attached in Annex 8.4. Where the Evaluation Team applied the "do no harm" principle consistently as follows:
    - Participants were informed of the purpose of the evaluation, assured their participation is optional, and confidentiality of all responses will be maintained.
    - The team collected consent from each and every participant- in writing or verbally (recorded).
    - The Evaluation Team did not use any video recordings or take any pictures of any of the participants.

[6] the UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis,(2015), https://www.unicef.org/media/54796/file

- The Evaluation Team ensured that participants were respected and provided with a safe space to share their views and experiences.

Finally, and given the Covid-19 pandemic situation, the Evaluation Team also developed protocols which were adhered to by every Evaluation Team member during data collection to protect their and others' safety and health. The protocols were in line with the Government of Jordan defence laws as well as the followed regulations and instructions at MoE schools. The detailed protocols are attached in Annex 8.4.

4.3.4 Evaluation Limitations

As expected, and disclosed in the Inception Report, the completion of this evaluation was faced with a few issues and limitations- which are listed below:

1. There was an evident lack of institutional memory in almost every involved entity at its different levels. When asked to recall information from the earlier years of the IE Programme (i.e., 2014-2017) many evaluation participants had limited details and information about certain matters. This was particularly true at the MoE, where the high turn-over created a void of institutional memory that is crucial in evaluation work.
2. The data collection was postponed due to complete school closures in light of increasing numbers of Covid-19 cases. All data collection took place after school closures that lasted 1.5 academic years, which we believe has affected the evaluation participants' ability to recall important details and, in some cases, led to them providing information that focused on the present situation, rather than the past period the evaluation is covering.
3. The lack of some data made available, and the poor quality of that which is available presented important limitations to this study, including:
    - The data pertaining to children with disabilities (both students and out-of-school children), their enrolment and retention status is not consistent or well organised. The evaluation found inconsistency between data provided by the implementing partner, the Special Education Department at MoE, and the Open EMIS system.
    - Data on OOSC with disabilities was particularly difficult to attain from both the implementing partner as well as UNICEF's partners managing the Makani Centres.
    - Information around the cost of students with disabilities does not seem to be available. The donor/ implementing partner model could not be used to estimate the cost per student by the government, should the interventions be taken over by the MoE, given how differently structured NGO's and governments budgets and costs are.

In order to try and mitigate the effects of the above limitations, the Evaluation Team has put additional efforts in reviewing again the relevant literature and the reports that cover the programme period being evaluated, where the team interviewed a

representative from UNICEF and a representative from Mercy Corps to address some of the gaps found in data, and contextualised the presented data- where relevant- to indicate that the timing of the evaluation might have affected the quality and accuracy of the data collected.

While taking the above into consideration the Evaluation Team confirms these limitations did not have a major effect to imply any concerns of the credibility of the evaluation and its findings.

SECTION 5: EVALUATION FINDINGS

Evaluation findings are presented against each set criteria and evaluation questions in the ToR. Each evaluation question will be answered with a detailed analysis of findings according to the sub-questions and associated indicators included in the evaluation matrix.

It is worth noting that there were no significant differences found in the data collected across schools of different geographic areas and genders when compared. Also, there were no major differences between secondary school teacher responses (grade 7-12) and those of primary school teachers (grade 1-6). However, the Evaluation Team did observe differences between the regular IE schools visited when compared to the one model school included in the sample.

5.1 Relevance

Table 3: Relevance - Evaluation Questions

Evaluation Question	Evaluation Sub-Questions
To what extent did the IE (Inclusive Education) Programme objectives respond to the MoE priorities and beneficiaries' needs?	1. To what extent is the IE (Inclusive Education) Programme at the school level (camps and host communities) relevant to the needs of children with disabilities? 2. To what extent does the IE (Inclusive Education) Programme reflect the gender, equity and Human rights-based approach? 3. Noting that the NIES was only launched in January 2020, to what extent is the IE (Inclusive Education) Programme aligned? If alignment doesn't exist what are the gaps and how can it be done? 4. To what extent is the IE (Inclusive Education) Programme aligned with global practices (CRC (Committee of the Rights of the Child), CRPD (Convention on the Rights of Persons with Disabilities ...)?

Box 1: Evaluation Summary – Relevance

Overall, the evaluation found that the programme design is highly relevant to the MoE priorities and relevant to the needs of some children with disabilities- excluding those with certain types and severity of disabilities. The programme can conceptually be considered in line with inclusive practices - except for one of its main features which is the reliance on the concept of the resource rooms, which implies integration and not inclusion, even if children are spending time in the regular classroom. While several stakeholders acknowledge the programme is making important strides in assisting the MoE make progress in regard to IE and within the available resources and capacity, the programme would not be considered "inclusive" according to the CPRD and other globally agreed on definitions of "inclusion".

5.1.1 To what extent the IE (Inclusive Education) Programme objectives respond to the MoE priorities and beneficiaries' needs?

Overall, the general perception is that the programme is relevant to the needs of some children with disabilities - depending on the specific type and severity of their disability. That is evident, for example, in the range of assistive technology provided (based on the disabilities at school when the equipment was purchased), as well as the infrastructure and physical accessibility of the school.

Similarly, in regard to addressing the priorities of the MoE, the programme was considered aligned with the MoE priorities in regard to inclusion and became more relevant over time, particularly once the programme started demonstrating the improvements in infrastructure, teachers' technical capacity, and teaching resources (material and human) that were made available in the targeted schools.

5.1.1(a) To what extent is the IE (Inclusive Education) Programme at the school level (camps and host communities) relevant to the needs of children with disabilities?

The extent to which the programme was relevant to the needs of children with disabilities varied. Although most evaluation participants indicated that the program- in essence- responds to an identified gap in Jordan related to providing children with disabilities with access to education, there were weaknesses found when the evaluation considered specific elements of the programme as explained below:

In terms of physical infrastructure:

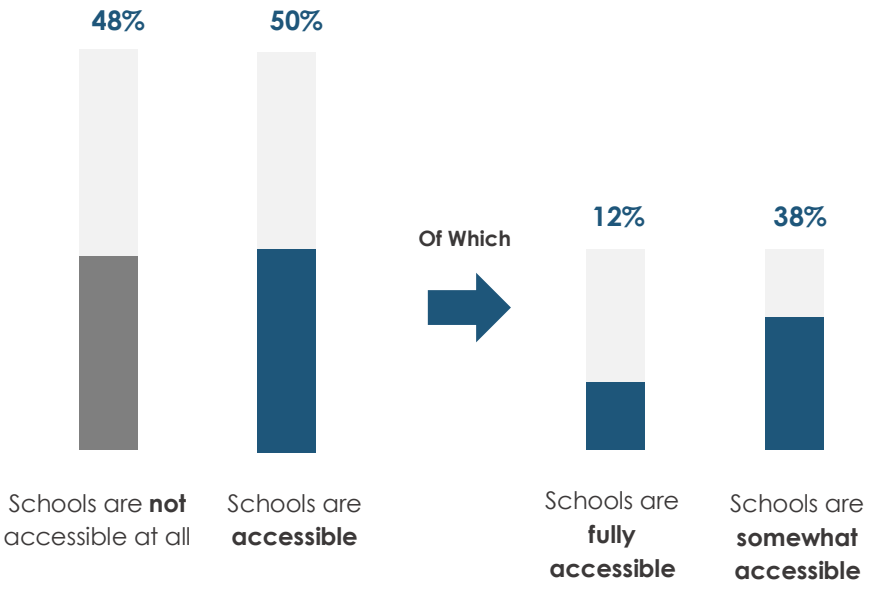
1. General accessibility: although one of the criteria at select intervention schools is "physical accessibility", the evaluation found that not all schools can actually be considered "accessible"- the points below provide specific examples to further clarify:

- The schools were generally accessible to students with physical disabilities; however, other disabilities did not seem to be accommodated. For example, in schools where there were visually impaired students; none of the signage was in braille, and none of the schools had slip-resilient floors or flooring with differing textures.
- All schools' main buildings were accessible but not all school facilities were necessarily accessible. During the school tours only 5 out of the 10 schools had accessible stalls in their toilets, and none of the schools had elevators.
- Three out of the ten visited schools had ramps that were either too steep and/or not wide enough.

The survey showed consistent trends when the respondents were asked if the schools they work at are prepared to accommodate students with disabilities.

The graph below illustrates their responses:

Graph 1: School accessibility according to Educators



When asked what improvements were made to help accommodate students with disabilities, the three most chosen responses were "availability of a resource room", "wide door frames and hallways" and "added ramps".

Box 2: Resource Room Definition

Resource Rooms: Are Support Classrooms, outside of the main classroom where students with learning difficulties and disabilities receive academic support by resource and or shadow teachers.

2. Resource rooms: Although the use of resource rooms is not considered a feature of IE, all ten visited schools had a resource room. This was seen as necessary since the programme is aware that public schools in Jordan are not currently equipped to support students with disabilities inside the classroom and that the support, they receive at the Resource Room is important.

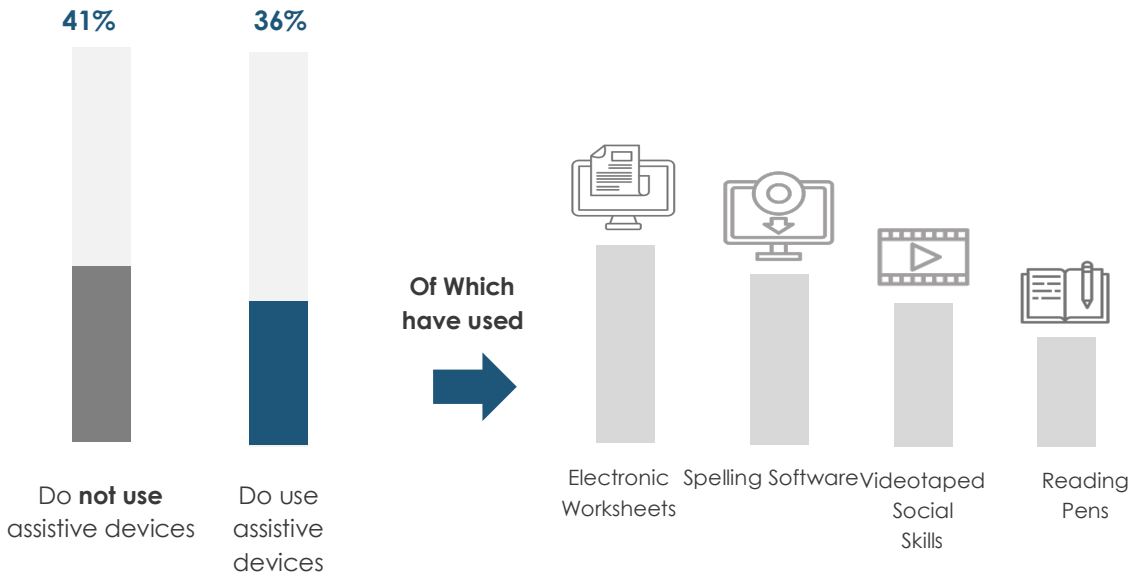
On that premise, the resource rooms (in at least 6 of the 10 visited schools) are not serving all students but rather only students from Grades 1 through Grade 6.

***3. Assistive Devices*:** all 10 schools- according to MC's reports and confirmed by the school visits- had an impressive variety of assistive devices including assistive technology (AT). However, the provided assistive devices only accommodate the disabilities that are/were present when the devices were purchased. Should a child with a non-represented disability enrol in the school, he/she will not have the necessary devices to facilitate his/her learning.

** A full list of all AT devices at the 10 schools is available in Annex 8.7

The survey results showed that many respondents (36%), when they were asked if they use assistive technology devices while teaching students with disabilities, confirmed that they do use assistive devices. Of those educators, the majority selected responses indicated the utilization of: electronic worksheets, spelling software, videotaped social skills, and reading pens in a descending order. The graph below illustrates these responses.

Graph 2: Use of Assistive Technology Devices, according to Educators



Now, in terms of interventions and programming:

- **Training:** is relevant to the teachers inside the classroom but not as relevant to other educators such as administrative staff at the school and not specialised enough for resource room teachers.
- **Rehabilitation sessions:** According to the Implementing Partner, an estimated total of 400 sessions of rehabilitation were conducted on a monthly basis, however this number was decrease to its half due to funding restrictions. Rehabilitation sessions are critically needed by the students.

In the survey, (48%) of respondents indicated that their school offered rehabilitation sessions to students with disabilities through the IE Programme - of whom (88%) indicated that the sessions were given on-site, at the school.

5.1.2 To what extent does the IE programme reflect the gender, equity, and human rights-based approach?

Conceptually, the programme reflects UNICEF's programmatic focus on children from vulnerable populations, children exposed to humanitarian crisis, children in remote and/or difficult to reach areas, as well as both male and female. Furthermore, the programme from a design standpoint- according to the provided programme documents for the years 2017, 2018 and 2019, follows UNICEF's HBA standards.

- **Gender:** Out of the 102 schools targeted by the programme, (57%) are female and mixed schools and (43%) are male schools, which indicates unequal distribution of schools across genders but not necessarily inequitable distribution as (63%) of the total MoE schools in Jordan are female or mixed schools.

- **Geographic distribution:** (34%) of schools implementing the IE Programme are in the North (excluding those schools in the camps), (46%) are in the Central region, and (20%) are in the South. Given that the general distribution of public

schools in the country is (40%) in the North, (42%) in the Centre, and (18%) in the South, the IE Programme distribution across the regions is equitable with a slightly higher focus on schools in the South.

In terms of reach into the refugee camps, (80%) of the 102 schools are in host communities and (20%) are across the two Syrian refugee camps (13% in Al Za'atari and 7% in Al Azraq camps). While this is a high percentage distribution, it is consistent with the programme objectives due to the high levels of children with disabilities residing within the camps and the cross-cutting objective to target vulnerable populations.

Based on the distribution above, the Evaluation Team finds that the IE Programme does follow the UNICEF pillars of a human-rights and child-centred approach in design, and respects the principles of non-discrimination.

5.1.3 Noting that the NIES was only launched in January 2020, to what extent is the IE (Inclusive Education) Programme aligned? If alignment doesn't exist what are the gaps and how can it be done?

The Evaluation Team found that there is a high degree of alignment between the NIES and UNICEF's programme especially in regard to the underlying principles and focus.

An important point of alignment between the NIES and the IE Programme is the notion of gradual transition towards the inclusion of children with severe disabilities. This is embodied under the Fifth Component of NIES, which state that the objectives of learning and teaching are meant to be achieved through a range of activities in order to complete the process of the full inclusion of students with disabilities in the classroom.
Below are further areas of alignment:

Table 4: Areas of Alignment from NIES

NIES Component	IE (Inclusive Education) Programme Element
Component 1: Policies and Legislation	Quality and operations guidelines of the IE (Inclusive Education) Programme manuals are aligned with the set policies and legislation in the NIES.
Component 2: Awareness, Media and Advocacy	The IE (Inclusive Education) Programme embodies several interventions and efforts that seek to achieve objectives that are aligned with this component. The areas of alignment are related to the implementation of awareness raising activities focusing on awareness raising in the training of school staff, as well as highlighting and disseminating success stories towards promoting positive attitudes towards children with disabilities and their acceptance.
Component 3: Identification,	The IE (Inclusive Education) Programme aims to establish multidisciplinary teams of specialists to assist children with

Diagnosis, Support and Referral Programs	disabilities access schools. These specialists are expected to support children with disabilities based on their diagnosed needs. Additionally, access to rehabilitation services and support classrooms, act as complementary classes to complete the process of access to education.
Component 4: Accessibility and Reasonable Accommodation	Selected schools under the IE (Inclusive Education) Programme are required to provide children with disabilities with accessibility to buildings as well as tools, supplies, aids, assistive technologies, and teaching and learning strategies adapted to support students with disabilities in class.
Component 5: Learning and Teaching 'Educational Programs'	Both aim to train teachers on using multiple techniques to support students with disabilities in their learning and provide adapted teaching and learning materials to meet the various needs of students.
Component 6: Human Resources and Capacity Building	Both focus on building the capacity of existing school staff, in addition to trained specialists (shadow teachers) to assist students with disabilities at school.
Component 8: Children who are not Enrolled in Mainstream Schools	The IE (Inclusive Education) Programme includes OOSC with disabilities in informal education through "Makani Centres". Moreover, the programme conducts diagnosis of OOSC with disabilities in order to determine if they will be able to be included in the formal education system.

KII Interviewees agreed there is alignment- especially in terms of vision-, and that the IE Programme alignment has become more evident overtime, as the programme evolved from a humanitarian relief programme focused on children with disabilities, to a programme focused on the equitable provision of IE to all children (including those with disabilities). In terms of areas of divergence, the Evaluation Team found only the below:

Table 5: Areas of Divergence from NIES

NIES Component	IE (Inclusive Education) Programme Element
Component 3 and Component 7	While the NIES includes younger children, kindergarten children are not officially targeted under the IE Programme (but are included in the camps), and as a result, children at risk of a delay or disabilities are not referred to "early intervention services" or targeted by the programme.
Component 5: Learning and Teaching 'Educational Programs'	The IE (Inclusive Education) Programme does not include structured efforts to introduce tiered levels of support. Intervention strategies are not implemented within the classroom consistently or depending on the type/ severity of the disability. Schools do not incorporate work on adaptation of curricula or provide individualised instruction.

** Data gathered during school visits indicated that stakeholders had no knowledge of the NIES.

5.1.4 To what extent is the IE (Inclusive Education) Programme aligned with global practices (CRC, CRPD...)?

The Evaluation Team found the IE Programme vision and aim are closely aligned with international laws and conventions such as the CRC and the CRPD. The IE Programme aims to provide all children with equitable and free access to education and aims to accommodate children with disabilities more effectively in order to enable them to learn, take part in social interaction, and build social skills and peer relationships.

However, the practice of providing students with disabilities with support and individualised attention outside the regular classroom through the use of the resource rooms and with the aid of resource room teachers goes against the concept of "full inclusion".

The Evaluation Team found that the IE programme was using resource rooms due to the following reasons:

1. Resource rooms are a solution for overcrowded classrooms and lack of support made available to classroom teachers.
2. The resources and materials students with disabilities need within the school, such as the tiered and multisensory approach require a lot of funding to make it available in classrooms.
3. The curriculum in Jordan is very dense, teachers can barely cover the material throughout the scholastic year, let alone spend extra time supporting students with disabilities.

Ultimately these indicate systematic challenges within the public school system that affects all students and teachers and should be addressed in order to progress to full inclusion.

A comparison between international recommendations for practice (as described by the 2020 UNESCO Global Education Monitoring Report[7] and aligned with the CRPD General Comment n°4[8]) and the IE Programme further indicates divergent/insufficient areas such as:

1. Shared experiences and resources: data gathered for this evaluation does not indicate if efforts were made to improve communication and experience sharing among teachers, between schools, and across actors.
2. Meaningful consultation with parents and communities: while awareness raising was an important component of the IE Programme, many parents and

7 UNESCO, Global Education Monitoring Report, ملخص التقرير العالمي لرصد التعليم. التعليم الشامل للجميع:الجميع بلا استثناء,2020:
https://unesdoc.unesco.org/ark:/48223/pf0000373721_ara

8 UN, CRPD GC4, 2016 بشأن الحق في التعليم الشامل للجميع (2016)4 التعليق العام رقم : https://documents-dds-ny.un.org/doc/UNDOC/GEN/G16/262/98/PDF/G1626298.pdf?OpenElement

education professionals were unable to recall instances of consultation and/or collaboration.

3. Cooperation across government departments, sectors, and tiers: the IE Programme and the NIES implementation are the responsibility of only one department within the MoE and does not embody the necessary development of a systemic approach and ethos.
4. Collect data for inclusion: programme specific monitoring and evaluation processes need strengthening. National data on inclusion (as systemic transformation) is inconsistent and unreliable.

Evaluation participants at the school level seem to have no awareness of global practices or international laws and conventions such as the CRC and CRPD and therefore, were unable to identify whether the IE Programme was consistent with them.

5.2 Effectiveness

Table 6: Effectiveness – Evaluation Questions

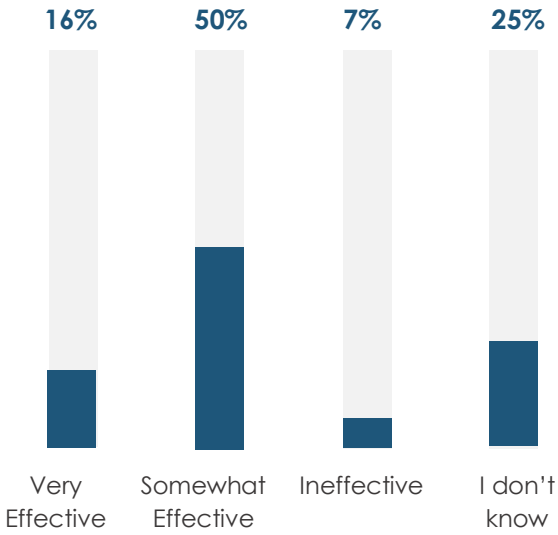
Evaluation Question	Sub-Questions
To what extent was the IE (Inclusive Education) Programme in line with inclusive practices and effective in delivering results for children with disabilities?	1. To what extent were the objectives of the programme achieved effectively in terms of: Support of enrolment and retention of children in schools; Support children's learning and participation/ engagement in courses; Change in attitudes of children, caregivers, and practices in schools. 2. What were the bottlenecks that hindered the achievement of the intended objectives? 3.What are the strengths and weaknesses of the IE (Inclusive Education) Programme delivered at the school level? 4. What are the barriers for children with disabilities and the facilitating factors for accessing and benefitting from the IE (Inclusive Education) Programme at school level (including model schools)? 5. What are the existing referral mechanisms for referring children with disabilities to schools? How effective are they? 6. To what extent is the teacher training model effective and sufficient in enabling teachers to support the retention and learning of children with disabilities? 7. To what extent does the IE (Inclusive Education) Programme meet the needs of children with disabilities in terms of enabling them to fully engage in the learning process similarly to people without disability?

Box 3: Evaluation Summary - Effectiveness

In regard to **effectiveness**, there was varying degrees of effectiveness across the programme interventions. Provision of resources and assistive devices, teacher training, and awareness raising were effective- to the extent they were implemented. However, the programme- in design and scope- fell short in building consistent and standardised processes for awareness raising efforts at the school, building the capacity of educators in larger numbers, and establishing processes that allow for on-the-job support such as mentoring and coaching for schools and teachers towards the continuous improvement in the inclusion of students with disabilities.

The detailed findings per sub-evaluation question are discussed below. The survey collected general impressions on the overall effectiveness of the program. (50%) of educators found the IE programme somewhat effective, (25%) stated they do not know, (16%) found the programme very effective, and (7%) found it ineffective. The graph below shows the distribution of rating across the educator respondents.

Graph 3: Effectiveness of the IE programme according to Educators



****This question was phrased in a very general sense and not contextualised within the sector's preparedness in terms of resources or capacity.

5.2.1 To what extent were the objectives of the programme achieved effectively in terms of:
Support of enrolment and retention of children in schools;
Support children's learning and participation/ engagement in courses;
Change in attitudes of children, caregivers, and practices in schools.

The evaluation findings indicate that the programme was successful in increasing the enrolment of children with disabilities into public schools and changing attitudes towards children with disabilities in targeted communities.
The programme was somewhat successful in providing children with learning support however, the findings indicated that a majority of that learning support was within the resource rooms and not within the general classrooms which is counterintuitive to inclusive learning.
The evaluation was unable to determine the programme achievements in retaining children with disabilities within the public-school year due a lack of organised and consistent data.

1. ***The effective achievement of programme objectives:***

The implementing partner provided programme reports for the years 2017 through 2019 that detailed the set objectives and targets for each year. Upon comparing them, the Evaluation Team found that the implementing partner was successful at satisfying most of their set targets to varying degrees, as is evident in Annex 8.8.

2. ***Support of enrolment and retention of students with disabilities:***

The Evaluation Team accessed multiple sources of data focused on the enrolment and retention of students with disabilities and found that the available data on

enrolment is inconsistent and unreliable, whereas data on retention was limited and therefore the evaluation was unable to reach any solid conclusions regarding the programme's effectiveness on retention. The evaluation findings demonstrate the programme's contribution to the increase of enrolment of students with disabilities in public schools, despite the inconsistent numbers given by different sources partially due to inconsistent definitions of "children with disabilities" across different entities.

Noting the inconsistencies, the table below shows a steady increase in the total number of students with disabilities enrolled in public schools; from 8,412 (2019/2020) to 13,256 (2021/2022), with a steady increase in both female and male students.

Table 7: Students with disabilities enrolment numbers in Public Schools

Year	Total # of students with disabilities enrolled in public schools*	Male	Female
2019/2020	8,412	3,904	4,508
2020/2021	14,097	6,503	7,594
2021/2022	13,256	6,140	7,116

Table: Data obtained from OpenEMIS

In terms of retention, numbers of students with disabilities enrolled and retained at the intervention schools - the data in the table below indicates that the total number of enrolled students with disabilities showed a gradual increase between 2014 and 2018 and then a more drastic increase for the academic year 2018/2019. The retention is the highest in 2017/2018 academic year but across the board the following are considered high rates.

Table 8: Students with disabilities enrolment and retention rates in Intervention Schools

Academic Year	Enrolled*	Dropped out**	Retained	% Retained
2014-2015	1687	282	1405	83%
2015-2016	1906	207	1699	89%
2016-2017	1662	108	1554	94%
2017-2018	1949	100	1849	95%
2018-2019	2850	326	2524	89%

Table: Data submitted by Mercy Corps

**Provided with services during the scholastic year*

The Evaluation Team found that limitations to accurate retention rates are due to:

- Compiling and reporting numbers at the beginning of the academic year, when some students might drop out later in the year
- Absence of a mechanism that follows students who have left a school under the IE Programme in order to determine whether the child has dropped out or simply moved to a different school.
- The above reported numbers are for the schools that remain under the direct implementation of the IE programme and do not cover schools that were handed back to the MoE.

3. Support of children's learning and participation

Please see subsection 5.2.6 below on pages 45-46.

4. Change in attitudes

The evaluation found that there is wide acceptance of students with disabilities across all participants including parents, teachers, and students without disabilities, and acceptance and encouragement for them to be included in schools.

> *"A girl in my class is a slow writer, but that's okay because I help her and write for her. Islam teaches us to treat others as we wish to be treated" (Student without disabilities, Irbid)*

Acceptance predominantly stems from people's religious beliefs and/or their familial values that teach people to accept all humans despite their differences. The Evaluation Team came across sentiments of sympathy and/or pity when speaking of students or children with disabilities.

As for the increased awareness of disabilities, it is mostly a result of direct interaction and socialising with students with disabilities in school which the IE Programme made possible, and not necessarily due to attending awareness raising sessions offered by the IE Programme.

> *"My perceptions have changed since enrolling in this inclusive school, children with disabilities used to frighten me. I was afraid that they would hit me by mistake because they do not know how to interact in social settings. Seeing them around us daily proves that they are not so harmful after all" (Student without disabilities, Mafraq)*

As a result of the school visits, the Evaluation Team found that most teachers and students have become accustomed to, and comfortable with students with disabilities, after they interacted with them in school.

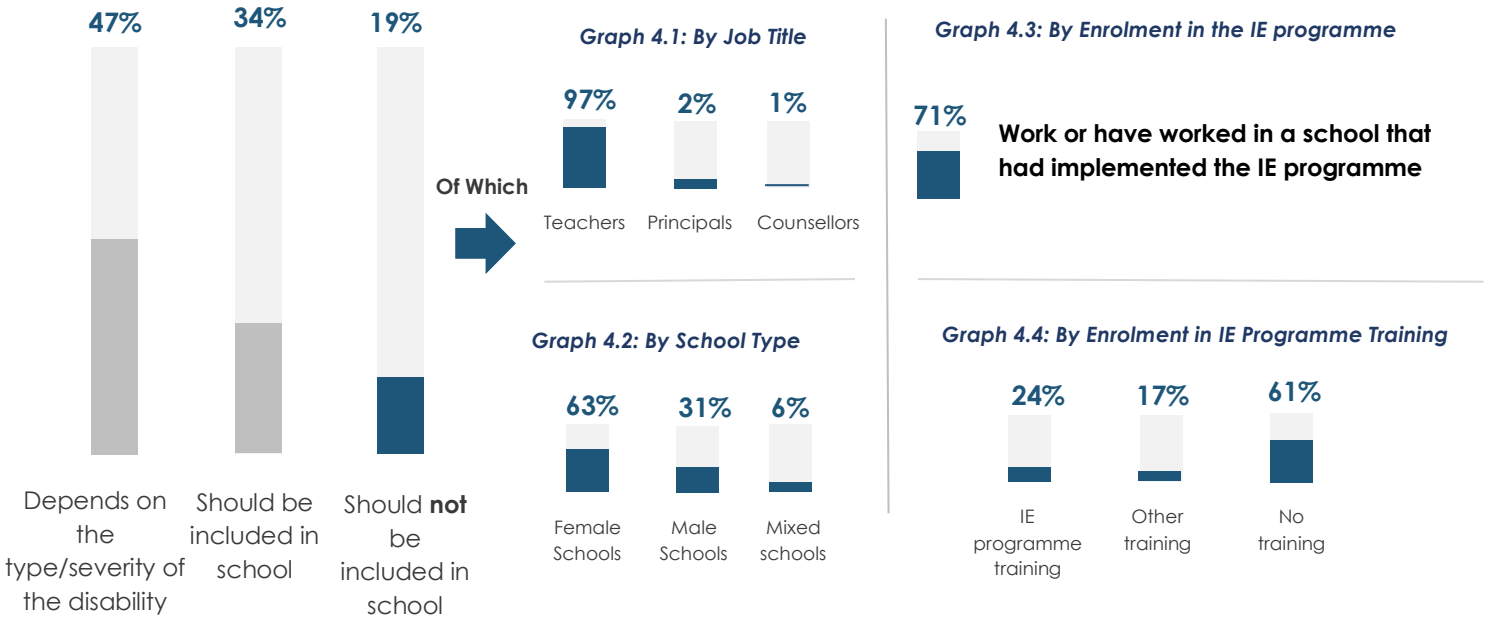
The majority of students with and without disabilities said students with disabilities were generally treated with kindness, but they all still agree that there are incidents of bullying that take place in the form of

verbal mistreatment and teasing. Most respondents acknowledged there are usually efforts from the teachers to stop this kind of negative behaviour.

The classroom observations conducted by the Evaluation Team found that the general environments of the observed classrooms were friendly and accepting of students with disabilities. The treatment of both students and the teachers toward the student(s) with disabilities in the observed classrooms was kind and respectful, and no incidents of bullying or teasing were observed in any of the classrooms.

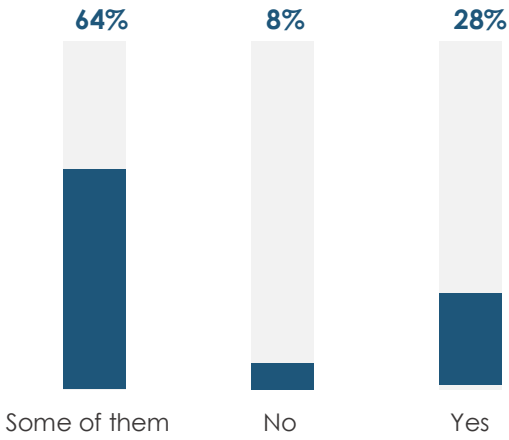
The survey results shed light on the matter. When asked if students with disabilities should be included in school, (47%) of educators believe that this depends on the type/severity of the disability, whereas (19%) believe that students with disabilities should not be included in school. A more detailed breakdown of their responses is illustrated below:

Graph 4: Should students with disabilities be included in school? According to Educators.



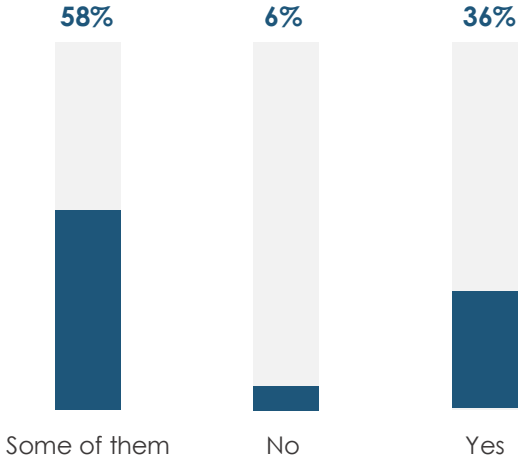
When survey respondents were asked - in their opinion- if students accept the presence of students with disabilities in schools- (64%) said that some of them are accepted, (28%) said yes, and (8%) said no. The graph below illustrates the results.

Graph 5: Student's acceptance of children with disabilities in school, according to Educators



When respondents were asked if -in their opinion- parents accept the presence of students with disabilities in schools, (58%) responded with some of them, (36%) said yes, and (6%) said no. Findings are illustrated in the graph below.

Graph 6: Parent's acceptance of children with disabilities in schools, according to Educators



It is worth noting that respondents in schools that are within the IE Programme were more likely to indicate students and parents are accepting of students with disabilities than respondents working in non-IE Programme schools.

When educators were asked more generally about the biggest hurdles children with disabilities face pertaining to accessing education- (56%) of respondents indicated both "perceptions towards children with disabilities by society" and "lack of awareness towards the needs of children with disabilities" as the two most prevalent challenges.

5.2.2 What were the bottlenecks that hindered the achievement of the intended objectives?

The Evaluation Team found that the bottlenecks that hindered the achievement of the intended objectives varied and are at varying levels of complexity. These hurdles include:

- The macro-level challenges that the education system faces that impose bottlenecks to the IE Programme and hinder it from achieving its intended objectives, such as; insufficient technical capacity, limited human and financial resources, ineffective capacity to decentralise implementation and coordinate action on the ground, and that special education is the concern of only one department within the MoE and not integrated more strategically across the system.
- The short durations of funding where funding was renewed annually on the following dates.

At an implementation level, the Evaluation Team the following to present bottlenecks:

- The lack of clear processes or protocols for handover, with change in staff at the different levels- specifically at the school level.
- The unpreparedness of schools to accommodate students with disabilities especially in terms of physical infrastructure.
- The insufficient number of trained and capable personnel at school to work with, and accommodate, students with disabilities, especially in terms of their learning and academic advancement.

5.2.3 What are the strengths and weaknesses of the IE (Inclusive Education) Programme delivered at the school level from the perspective of children with disabilities, their caregivers, the school (teacher and directors) as well as the MoE?

The Evaluation Team found that the IE Programme pillar related to addressing stigma and discrimination was one of the most successful aspects of the programme. Changing the perceptions of parents, community members, and school personnel was critical and contributed to the increase in enrolment and acceptance of students with disabilities within schools and within the greater the communities.

On the flip side, the IE Programme's efforts in regard to infrastructure improvement and the provision of appropriate furniture for children with disabilities were not found to be sufficient, which was attributed to a lack of sufficient funding. Furthermore, the Evaluation Team found that more work is needed toward achieving sustainability. It was stated that once the programme ends, without a strong exit strategy, most schools will not be able to sustain the programme activities and interventions.

According to the perspectives collected at the school level, a total of eight strengths were mentioned across but the four most frequently mentioned were:

- **Concept:** The concept of the IE Programme is considered an impressive effort by the government that should be widespread in all schools across the country.
- **Social Benefit:** There is a sense of gratitude and appreciation that children with disabilities are now more accepted and provided better access to education.
- **Specialised staff:** The presence of trained professionals who are capable of teaching children with disabilities and learning difficulties, such as resource room teachers and shadow teachers.
- **Awareness:** The presence of children with disabilities in school has increased general awareness to their educational needs. In turn, this increased their acceptance by others, including students and educators.

As for the weaknesses mentioned at the school level, a total of seven weaknesses were listed throughout but below are the four most frequently mentioned:

- **Physical accessibility and accommodation:** The programme does not focus on physical improvements to ensure schools and all their facilities are accessible and accommodating.
- **Awareness:** There needs to be more awareness-raising efforts for teachers, students without disabilities, and the general community.
- **Capacity:** More efforts are needed toward building the capacity of teachers and school staff in order to work better and accommodate students with disabilities since the number of qualified staff is still insufficient.
- **Academic support and progress**: The IE Programme is viewed -by parents- as more successful in socially accommodating students with disabilities than in helping students with disabilities make progress and/or excel academically.

5.2.4 What are the barriers for children with disabilities and the facilitating factors for accessing and benefitting from the IE (Inclusive Education) Programme at school level (including model schools)?

The topic of barriers was discussed with all stakeholders at all different levels from which the Evaluation Team classified the two main categories barriers into those internal to the school and those external to the school. Below are the summarised barriers on accessing and/or benefitting from the IE Programme.

Internal Barriers

- Physical inaccessibility/ inappropriate physical infrastructure
- Non-acceptance of children with disabilities by some school staff/ principals
- Perception of unacceptance of- and sometimes mistreatment of- children with disabilities by students without disabilities
- The classroom environment is not conducive to teachers accommodating students with disabilities; overcrowding, teachers' workload and the duration of classes were the main factors mentioned.
- Insufficient human resources and capable personnel at the school which puts

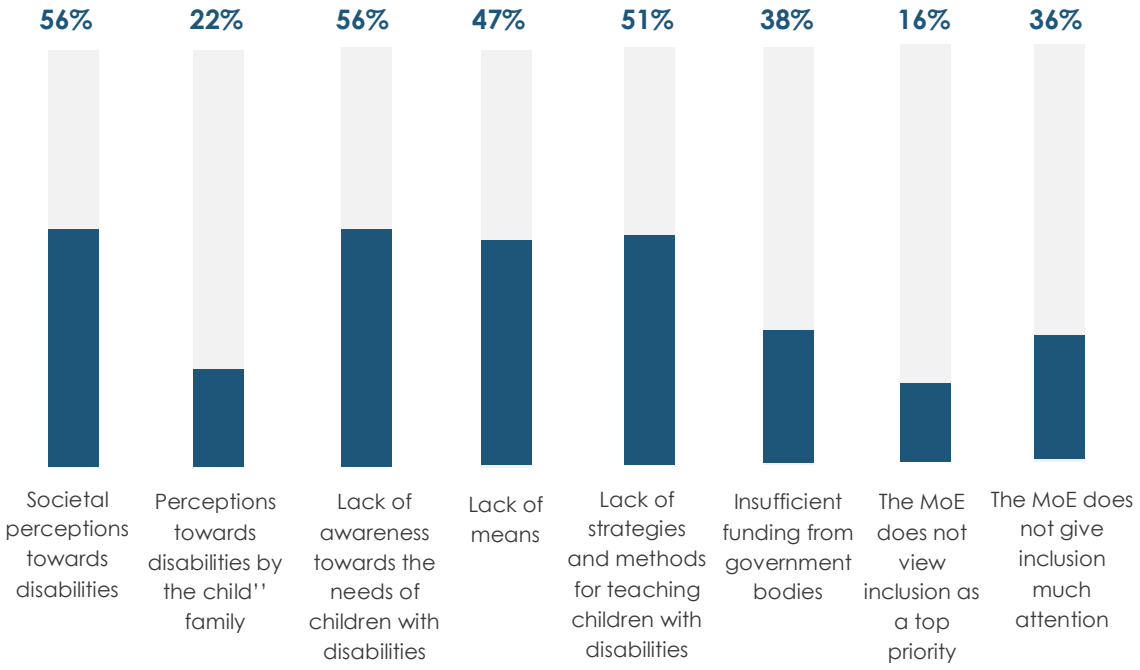
a significant load on resource room and shadow teachers in any one school.

External Barriers

- Limited funding and resources made available to schools.
- Unavailability of transportation to and from schools
- Non-existence of a policy that requires schools to register children with disabilities in public schools
- The perceptions of society toward children with disabilities / some parents' negative opinions on inclusion of children with disabilities in their children's schools/ some parents' embarrassment of their own children's disabilities
- Insufficient training and professional development for teachers/ school staff on inclusion
- Financial limitations to hiring specialised staff

When survey respondents were asked to select the most significant barriers that children with disabilities face pertaining to education, the two options that were selected most often were "perceptions held towards disabilities by society" and equally, "the lack of awareness towards the needs of children with disabilities". The below graph shows the survey choices and the percentage of respondents who selected them:

Graph 7: Barrier's students with disabilities encounter according to Educators



In terms of the facilitating factors, the Evaluation Team identified the following internal and external facilitating factors for accessing and benefitting from the IE Programme.

Table 9: Facilitating Factors for the IE Programme

Internal Factors	External Factors
More schools are now physically accessible (either old facilities that now have ramps to main buildings or newly constructed schools that adhere to international standards)	Donors supported the MoE develop and put in place construction codes and specifications for schools that are in compliance with IE standards
The increased awareness of children with disabilities and acceptance by school staff and other students	The increased awareness of parents of children with and without disabilities of having children with disabilities enrolled in schools
Access to AT devices and rehabilitation sessions	Having an implementing partner that is donor funded and can make services and resources available to schools (without it costing families or the schools)

5.2.5 What are the existing referral mechanisms for referring children with disabilities to schools? How effective are they?

The Evaluation Team found that there is inconsistent understanding of what "referral" is- while some stakeholders understood "referral" as the way by which OOSC children with disabilities are identified and referred to the nearest school for enrolment, others conceptualised it as a mechanism by which children are referred to services within or outside of school in response to their specific needs- the latter is not one of the programme aims.

The approved data collection tools went by the latter definition, and since it is not a focus of the programme it is not surprising that those referrals were found absent. UNICEF and MC, after the submission of the draft final report, clarified that what is done under the programme is actually "outreach" to OOSC to have them assessed for enrolment in schools and that the programme does not provide any "referral" to services or support. That clarification was not provided in time to collect the relevant data.

Having said that, the Evaluation Team was still able to identify some challenges pertaining to referrals. The evaluation found that school leadership determines whether or not they can/want to enrol the child- even if the diagnosis of the child determined they can be accommodated by the IE Programme schools.

5.2.6 To what extent is the teacher training model effective and sufficient in enabling teachers to support the retention and learning of children with disabilities?

The Evaluation Team found that the training is effective in helping teachers acquire the necessary knowledge and skills to enable them to teach children with disabilities and support their learning since it follows international best practices, provides in-house specialists for support, and is reviewed annually based on a lessons-learned exercise.

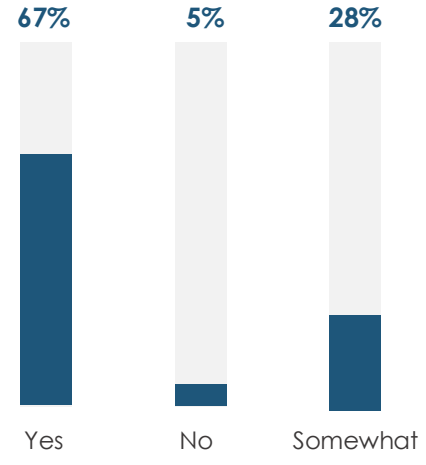
The weaknesses of the training were:

- The training was more theoretical than practical in preparing teachers to work with students with disabilities.
- The methodologies the teachers were trained on are not easily implemented in the classroom due to overcrowding and short duration of classes.
- The training is not tailored to fit the different trainees` needs, and their roles and responsibilities- everyone attended the same training regardless of whether they were administrative or teaching staff, or which grade/ subject they are teaching.
- The training did not include a sufficient number of teachers per school (the most frequently reported number was 3 staff members/ school)

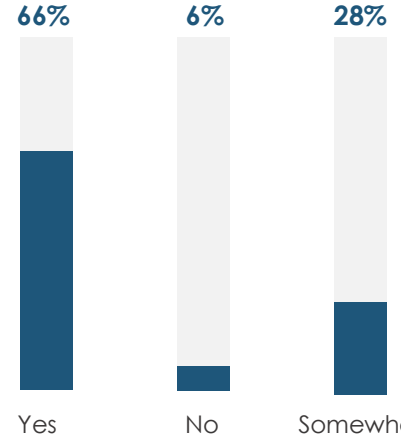
> *"We are in need of more trained shadow teachers that have received specialized training to support students with disabilities in the classroom" (Amman)*

The survey examined the effectiveness of the training more in-depth and the results are as follows according to educators who responded to the survey and have attended the training (a total of 126 respondents)- the perceptions were generally and predominantly positive, where (67%) of educators benefited from the training, (66%) believe that the training was effective in building their knowledge of working with students with disabilities, (49%) agreed that the training provided them with the necessary skills to accommodate students with disabilities within the classroom, and (53%) said that they applied what they learned during the training within their classroom. The detailed responses are illustrated in the graphs below

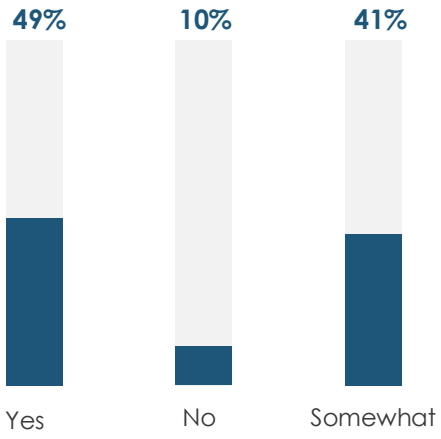
Graph 8: Did you benefit from the training?



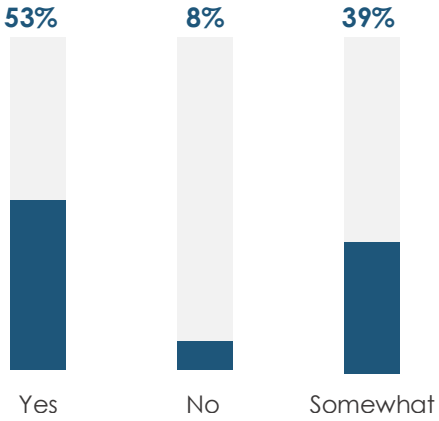
Graph 9: Was the training effective in building you knowledge of working with students with disabilities?



Graph 10: Did the training provide you with the necessary skills to accommodate students with disabilities in your classroom?



Graph 11: Did you apply what you learned during training in your classroom?



The classroom observations conducted by the Evaluation Team found that many of the practices focused on in the training sessions were not applied within the classroom. However, the data from the classroom observations is limited due to the fact that only four teachers in the 10 classroom observations had attended the training sessions.

The only practice regarding the "accommodation" of students with disabilities observed in the classroom was placing the student(s) with disabilities in the front row.

5.2.7 To what extent does the IE (Inclusive Education) Programme meet the needs of children with disabilities in terms of enabling them to fully engage in the learning process similarly to children without disability?

"The training was useful, I learned about the different types of disabilities. It also changed my perception towards children with disabilities, I used to be completely against inclusion" (Teacher, Zarqa)

Overall, the Evaluation Team considers the programme successful in meeting the needs of students with disabilities but not "fully" or "similarly to students without disabilities". There is a need for more significant investment to enable and prepare the schools to sufficiently meet the different needs of students with disabilities similarly to those without.

The expected practice of developing an IEP is a start to organising the school in terms of identifying the needs of the students and devising a plan to meet those needs. More support and enforcement is required in this

Box 4: IEP Definition

IEP: Individualised Education Plans – are action plans created by Shadow Teachers for students with disabilities – specifically catering to the Childs specific disability – highlighting the academic objectives per year – IEP's are updated annually to keep track of the students' progress.

Box 5: Shadow Teacher Definition

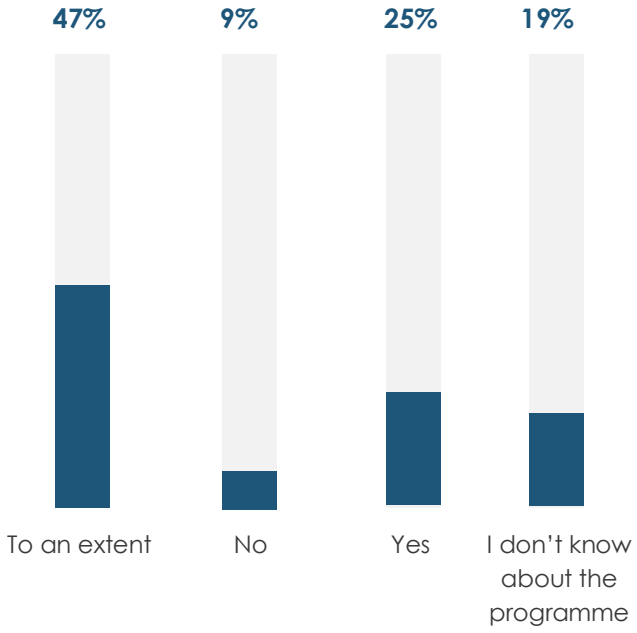
Shadow Teachers: Are teachers trained and employed by MC to work with children with disabilities, in MoE public schools. These teachers provide additional support to students with disabilities in the schools' resource room. MC confirmed that shadow teachers are additionally required to support students with disabilities inside the classroom, however the ET did not find any evidence of that.

regard as the Evaluation Team found that while schools usually develop IEP's, some have not yet done so for this academic year.

The developed procedure of producing IEPS, and the set guidelines for shadow teachers on the development of IEPs and scheduling regular meetings with the teachers and parents to discuss the progress of students with disabilities, was not consistently followed in the 10 visited schools; the majority of parents and classroom teachers were unaware whether their students with disabilities had IEPs or not.

The survey asked respondents if the IE Programme was able to integrate and meet the requirements of children with disabilities in school. The below graph demonstrates the responses:

Graph 12: Integration of children with disabilities in IE programme school, according to Educators



These indicate that schools enrolled in the programme are more likely to have had reasons to believe that their schools are more accommodating in integrating and meetings the needs of students with disabilities.

5.2.8 Based on the achievements of the present programme, what recommendations will be made to UNICEF's programme document and its alignment with the national strategy?

Covered under Section 7: Recommendations of the report pages 55-57.

5.3 Cost Efficiency & Effectiveness

Table 10: Cost Efficiency & Effectiveness - Evaluation Questions

Evaluation Question
To what extent does the ministry have the capacity to take over the responsibility of the programme, what elements of the programme, and what is in place (budget, policies, technical capacity) to enable it to do so.

Box 6: Evaluation Summary – Cost Efficiency & Effectiveness

Overall, there was agreement that the MoE does not currently have the capacity - financial and technical - to take over the responsibility of the IE Programme. There is currently insufficient budget allocation that would enable the MoE to take on the interventions in the current IE Programme schools or roll it out to more schools. There is also insufficient capacity- especially at the school levels- that would enable the MoE to provide good accommodation and quality education to students with disabilities.

5.3.1 To what extent was the IE (Inclusive Education) Programme cost effective? What is the breakdown of costs per child with disability?

Research onto the subject of financing IE is adamant that the cost of IE cannot be subsumed by costing the education of children with disabilities in segregated or integrated settings [9][10][11](such as the case of Jordan) as these are generally 2.5 to 3 times higher that educating children with disabilities in inclusive settings where the quality of the entire education system is improved. The costing of IE is related to costing the development of equity and anti-discrimination barriers, some of which are out of the purview of ministries of education.

Based on the international best-practices and the information gathered for this evaluation, the Evaluation Team concluded that it is not possible to determine the cost effectiveness of the IE Programme because the structure and format of costing and budgeting for a donor -funded programme is very different than that of government budgeting. A large portion of donor programme funds is used to cover the costs of the implementing NGO and therefore, estimating how much it would cost the government to take on the responsibility (financially) is a difficult task.

Another factor that makes costing difficult is the fact that the accommodation of different disabilities looks different depending on the disability, and might require

9 UNESCO, Global Education Monitoring Report, Inclusion and Education: All means all. 2020: https://unesdoc.unesco.org/ark:/48223/pf0000373718

10 UNICEF, North Macedonia, Inclusive Education: Financing of Inclusive Education, 2014: https://www.unicef.org/northmacedonia/reports/inclusive-education-financing-inclusive-education

11 Mangiaracina,A. (Ed.). Financing of Inclusive Education: Background Information Report. European Agency for Special Needs and Inclusive Education. 2016

different specifications, devices, etc. According to an interviewee from a donor agency, the cost per students with disability is (50%) more than an average student without disabilities.

5.4 Impact Long-term

Table 11: Impact Long - term - Evaluation Questions

Evaluation Question
To what extent did the IE (Inclusive Education) Programme contribute to a positive long-term change for children in general and children with disabilities in particular, teachers and improved the current situation in terms of education, environment, social cohesion?

Box 7: Evaluation Summary – Impact Long - term

The IE Programme played a crucial contributing role to positive change in regard to perceptions, awareness, and acceptance of children with disabilities- at least among those within the IE Programme schools and their communities. The change in perception is considered a **long-term impact** and will contribute to more widespread positive change in awareness but also lead to constant increase in the number of students with disabilities enrolled and retained in schools.

The Evaluation Team found that the biggest impact the programme has had (or can potentially contribute to) was in increasing acceptance and awareness of students with disabilities among school communities, which allows for opportunities of socialization that can help students with disabilities develop their social skills and life skills.

Students (with and without disabilities) believe the programme interventions will have a long-term positive impact on everyone within the targeted schools. They stressed the long-term benefits of including children with disabilities in class, as it helps improve everyone's social skills and aids character building. Students with disabilities reported that attending school with students without disabilities helps build their confidence and makes them feel equal, as it provides them with equal educational opportunities.

"Including my child in public school has allowed him to build relationships with his peers. Unfortunately, he still needs to progress academically, I am incapable of supporting him at home" (Parent of in-school child with disabilities, Irbid)

5.5 Sustainability

Table 12: Sustainability - Evaluation Questions

Evaluation Questions
1.To what extent can the IE (Inclusive Education) Programme model be replicated, expanded, and sustained? 2. To what extent has the upstream work (advocacy, technical assistance, generation and use of data and evidence) of UNICEF undertaken with the MoE contributed to the institutionalisation of the programme?

Box 8: Evaluation Summary – Sustainability

Overall, the IE Programme and its model do not sufficiently reflect considerations for sustainability. Several key aspects need to be reconsidered, and specific measures are required to be put in place in order to achieve better sustainability and institutionalisation of the interventions.

5.5.1 To what extent can the IE (Inclusive Education) Programme model be replicated, expanded and sustained?

The Evaluation Team found the programme, although replicable to more schools within Jordan should the needed resources be allocated, is not sustainable in its current format.

For replication, a significant amount of funding and/or budget allocation will be necessary in order to; a) physically prepare schools to become accessible and accommodating to children with disabilities, b) build the capacity of staff at schools, c) provide the necessary equipment and assistive technology, d) provide the rehabilitation sessions as needed, and e) conduct the awareness raising sessions within communities.

In regard to sustainability, the MoE and its schools are currently unable to take on the costs of inclusion and the interventions presented by the IE Programme including the provision of shadow teachers (who are not MoE employees and are paid by the programme), the continuation of the rehabilitation sessions, the maintenance of existing and acquiring new assistive devices, while also ensuring a certain number of teachers at any one school are trained.

It was also found that the mechanisms and processes set in place to ensure continuity are insufficient. The Evaluation Team found one major challenge is the rapid turnover and change in staffing within the schools which results in the limited transfer of knowledge and information about the IE programme.

In terms of the handover plan- which was followed by only 37 of the total number of schools (102)- does not take into consideration the funding required for sustainability and the MoE's inability to secure those funds to continue with the IE Programme introduced interventions.

The other concern is the MoE's limited capacity, from a technical and managerial perspective, to effectively sustain the programme activities within the current schools and replicate the programme activities in other schools as well as expand the programme activities to achieve higher levels of inclusion within all schools.

5.5.2 To what extent has the upstream work (advocacy, technical assistance, generation, existence and use of data) UNICEF has undertaken with the MoE contributed to the institutionalisation of the programme?

The programme is not yet institutionalised although there have been discussions pertaining to replication and sustainability- specifically in light of the 10-year national strategy.

As mentioned above, the programme has provided a solid foundation for future efforts toward ensuring the integration of children with disabilities in the existing educational system. This can be mainly attributed to the development of the guidelines manual in July 2021, and the general framework of the interventions and the associated materials (such as training material, templates for IEP's, etc). However, most efforts, as discussed in previous sections, did not contribute to institutionalisation, or to inclusive education.

In regard to advocacy, there is a need for more advocacy efforts at several levels since it became apparent there is very limited attention given to the potential of students with disabilities. The awareness raising efforts were successful but need to be more systemic and happen at a broader scale in order to contribute to institutionalization.

5.6 Coverage

Table 13: Coverage - Evaluation Questions

Evaluation Questions
Is the IE (Inclusive Education) Programme targeting children with disabilities and the vulnerable populations in Jordan?

Box 9: Evaluation Summary – Coverage

The IE Programme is indeed targeting children with disabilities and was able to contribute to meeting the specific needs of some of them. This indicates the programme is reaching a vulnerable population- as children with disabilities are generally underserved populations lacking some of their most basic rights. The programme also expanded its reach to students from low socio-economic status as well as those from the Syrian refugee population (in host communities and camps)- both fitting within the general definitions of "vulnerable populations".

5.6.1 Is the IE (Inclusive education) Programme targeting a vulnerable population in Jordan?

The Evaluation Team found that the programme did achieve its objective to target children with disabilities and vulnerable populations in Jordan. However, although the selection criteria were valid, the selection process was not detailed and one that accounts for priority and the criteria not weighted to ensure consistent reach across vulnerable populations.

The IE programme targeted schools from geographic locations with high numbers of students with disabilities, schools with high rates of OOSC with disabilities, and schools in areas with a high prevalence of poverty (based on monthly income and size). Furthermore, the school selection process used by programme took into account the accessibility of the school (i.e. if there is a ramp), the capacity of the school to provide a resource room, and the willingness of the leadership within the schools to participate in the programme and enrol children with disabilities.

SECTION 6: EVALUATION CONCLUSIONS AND LESSON LEARNED

Based on the analysis and identified findings in accordance with the evaluation matrix and set questions and sub-questions, the Evaluation Team was able to reach a number of strategic conclusions and lessons learned.

The Evaluation Team reached **three overarching conclusions** worth discussing and considering in any future IE programming in Jordan and they are:

- More substantial investment from MoE and its partners is needed to continue the journey towards inclusive quality education for all children.
- The definition of "people with disabilities" needs to be made consistent across different entities and programmes which will in turn provide reliable data critical to support and inform future decision making Based on the success of the IE programme in creating awareness around children with disabilities in school communities, nationwide awareness raising efforts should be created with more focus on children with disabilities' strengths, abilities, and potential.

As for the **lessons learned** and reached as a result of the evaluation:

- Enrolling children with disabilities in schools is not sufficient without enabling schools to meet the learning needs of ALL children and to help them realise their potential.
- The responsibility of IE should include several stakeholders such as the Ministries of Health and Social Development, civil society organizations, as well as private sector entities that could support of the MoE through stable, reliable, and long-term partnerships with shared accountability.
- It is critical, in any programming, to consider scalability, replicability, and institutionalisation during the design phase in order to ensure that proper mechanisms and needed financial allocations are in place to support sustainability beyond the project end date. This process should include and engage the relevant stakeholders from the very beginning.

SECTION 7: RECOMMENDATIONS

The following are the evidence-based strategic and critical recommendations that were informed by the evaluation findings and derived from the extensive data that was collected through key informant interviews, focus group discussions, surveys, and school visits and analysed against the evaluation criteria and questions. The formation of the recommendations paid particular attention to the information collected by the individuals (duty bearers and right holders) who participated in the evaluations and their perceptions of the successes, challenges, weaknesses and strengths of the programme. The findings indicate the need for UNICEF, and other donors, to continue supporting the MoE in its plan and progress towards IE and its sustainability. The MoE and its partners need to develop a long-term sustainability roadmap that plans out the gradual and reasonable transition of responsibility (both technical and financial) from the donors to the MoE. This plan should consider governance, policy, and institutional capacity- both human and financial.

Furthermore, the table below organizes the more specific recommendations into two levels- the system level and the programme level recommendations.

Table 1: Critical and Strategic Recommendations

	Recommendation	Timeframe	Responsibility
System Level	1. Strengthen IE data organisation- better documentation on enrolment and retention, including monitoring of attendance and progress. This data should be centrally recorded and updated- based on a consistent definition- in the OpenEMIS and on which all partners rely in their decision-making.	Medium Term	MoE with UNICEF in collaboration with UNESCO and USAID-funded JTAP
	2. Institutionalize the investments made under the IE Programme such as the approval and systemic utilisation of the programme developed manuals, awareness raising kits, and Standard Operating Procedures (SOP's) pertaining to IE including the development and implementation of the IEP's. Additionally, advocating toward institutionalising the "shadow teacher" job description and capacity building (pre-service as well as in-service).	Short-Term	MoE with support of UNICEF

Programme Level (through longer term programme cycles	3-Require stronger project management and monitoring and evaluation functions and processes to ensure consistent and reliable data to inform programme decisions and continuous learning and improvement.	Immediate	UNICEF
	4-Refine the capacity building efforts through: a) More tailored trainings should be developed and delivered to ALL relevant MoE staff (at central, Field directorates and school levels) in order to equip them with the necessary knowledge, skills and attitudes to feel confident serving ALL students. b) a larger number of teachers need to be trained toward proper and effective inclusion of all students (including those with disabilities) in the classroom- moving away from the reliance on resource rooms and resource teachers.	Short to medium term	UNICEF's Implementing Partner
	5-Develop a mechanism through which teachers, parents and other professionals work collaboratively on the development and implementation of Individual Education Plans (IEP's) for students with disabilities.	Short to Medium term	UNICEF's Implementing Partner
	6-Systemize the awareness raising interventions: materials and sessions for awareness raising need to reach all schools. Awareness raising should focus on recognising the abilities and strengths of children with disabilities beyond acceptance.	Medium Term	UNICEF with the assistance of the Implementing Partner
	7-Develop a comprehensive list of assistive technology and devices (with specifications) so that schools are instructed and can procure the needed resources in order to accommodate any and all disabilities.	Medium Term	UNICEF's Implementing Partner

	8-Mobilise existing structures (such as the SDDP school or directorate level committees) toward leveraging comprehensive and sustainable resources and services to students with disabilities (including but not limited to physical infrastructure improvement for accessibility, rehabilitation sessions and psycho-social support).	Medium term	UNICEF and MoE

SECTION 8: ANNEXES

8.1 List of people interviewed (KII)

Name	Title	Entity	Date
Maisa Asmar	Program Manager	Mercy Corps	08/09/2021
Gemma Wilson-Clark	Chief of Education	UNICEF	15/09/2021
Sajeda Atari	ECED specialist	UNICEF	28/10/2021
Dr. Mohammad Rahamneh	Head of Special Needs Department	Ministry of Education	09/09/2021
Dr. Sami Mahasis	Managing Director of General Education	Ministry of Education	09/09/2021
Ghadeer al Haris	Secretary General Assistant for Technical Affairs	Higher Council for the Rights of Persons with Disabilities	08/09/2021
David Debattista	Advisor, Promoting Quality in Inclusive Education (PROMISE)	GIZ	16/09/2021
Roohi Malik	Education technical Advisor	FCDO	16/09/2021
Rana Kawar	Education Specialist	UNICEF	01/02/2022

8.2 School Visit Schedule

Governorate	School Name	Date
Irbid	* للبنات الأساسية ميسلون مدرسة Maysloon Primary School for Girls	3 & 4 October
Zarqa	المختلطة الأساسية الهاشمية اسكان مدرسة Iskan Al Hashmiyeh Mixed Primary School	5 & 6 October
Amman	للبنين الأساسية المعتصم مدرسة Mo'tasem Primary School for Boys	10 & 11 October
Za'atari Camp	School 2 ***	12 & 13 October
Za'atari Camp	School 3	17 & 18 October
Amman	* المختلطة الثانوية عمار أم مدرسة Um Ammar Secondary Mixed School	20 October & 8 November +
Mafraq	المختلطة الأساسية الحمراء مدرسة Al Hamrah Primary Mixed School	26 & 27 October
Ma'an	للبنين الاساسية احمد بن الخليل Al Khalil Bin Ahmad Primary School for Boys	31 October & 1 November
Karak	المختلطة الأساسية الأزور بنت خولة مدرسة Khawla Bint Al Azwar Primary Mixed Schools	2 & 3 November
Irbid	للبنين الأساسية الصديق بكر أبي مدرسة Abu Bakir Al Sidiq Primary School for Boys	9 & 10 November

8.3 OOSC Focus Group Discussion Schedule

Governorate	Centre	Facilitator	Date
Madaba	Mlaih Charitable Association	Jordan River Foundation	28.Oct
Amman	Makani Centre Marka - Face to face and phone KIIs for those who did not show up	MC list of OOSC with disabilities	4. Nov
Mafraq	Mghyer Makani Center	Jordan River Foundation	11. Nov
Mafraq	Manshieh Makani Center - VIRTUAL	Jordan River Foundation	11.Nov
Irbid	Ramtha Makani Center - VIRTUAL	Jordan River Foundation	8. Nov

8.4 Data Collection Protocols

I. Written protocol to ensure subject's safety

- The evaluator in direct contact with the children participating in the evaluation is obligated to report to law enforcement agencies if he/she suspects or is made aware of a child who needs protection. During the informed consent process, children must be made aware of the evaluator's obligation to report certain incidents, and therefore break confidentiality.
- This protocol is based on the assumption that children can be safely referred to social services, the police, or emergency services. These are mandated and able to assess the risks and take all appropriate actions. In other words, we assume that the mere reporting will not expose children to increased risks.
- The evaluator will therefore have at every location where children are going to be interviewed or participate in the focus groups, the list, addresses and phone numbers of the nearest social services/emergency services and police.
- If a child gives signs that he/she is about to disclose past or current situations that are not addressed and still put the child at risk/ need of protection, the evaluator will interrupt him/her immediately and warn about the potential need of breaching the confidentiality.
- If the child does not want to go further, the evaluator will ask whether he/she feels OK and wants to continue or terminate the interview.
- If the child decides to terminate the interview, the evaluator will allow enough time for the child to feel comfortable to leave the room and see his/her parents/caregivers or the social workers. The evaluator closes the interview by thanking the child, reassuring him/her that this will not have any consequences on his/her wellbeing or care plan. The evaluator also reconfirms that the information that he/she made available will be kept confidential and not shared with anyone.
- If the child does disclose past or current situations that are not addressed and still put the child at risk/in need of protection, the evaluator will listen quietly, carefully, and patiently without displaying shock or disbelief. He/she will show acceptance of what is being said without judgement.
- He/she will not assume anything, nor speculate or jump to conclusions. He/she will not investigate, interrogate, or decide if the child is telling the truth.
- He/she will let the child explain in his or her own words what happened and will not ask leading questions or open questions.
- He/she will tell the child again that that she must inform relevant people/groups but only those whose job it is to protect children.
- He/she will acknowledge how difficult it must have been to talk and to open up.
- He/she will make some very brief notes at the time and write them up in detail as soon as possible. She will record the date, time, place, words used by the child and how the child appeared to her. She will record statements and observable things, not her interpretations or assumptions.

- He/she will tell the child what she will do and check his/her general status and if he/she feels comfortable going back home/to the centre etc., or if he/she wants to be accompanied to a safe place.
- He/she will refer the child to the appropriate services, taking into account who the alleged perpetrators are (family members, social services, police officers or external people) and the urgency of the intervention. He/she will accompany the child to a safe place as requested/needed.
- The evaluator will inform UNICEF that a report for a child at risk was made, indicating the date and to which authority.

II. Written protocol for the protection of subjects' identities

This evaluation effort aims at evaluating the Inclusive Education Programme on behalf of UNICEF and Mercy Corps.

<u>Assent:</u> If you are willing to participate, please fill in the above questionnaire and consent sheet.

1.I confirm that I have read and understand the information sheet dated _____ *[insert date]* explaining the above evaluation project and I have had the opportunity to ask questions about the project.

1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

1. I understand that my responses will be kept strictly confidential with the exception of cases that might reveal that a specific child needs protection. I give permission to the members of the Evaluation Team to use the information that I will share with them, provided that my responses are confidential. I understand that my name will not be linked with the evaluation materials, and I will not be identified or identifiable in the report or reports that result from the evaluation.

1. I understand that my participation will not take more than 4 hours of my time and those of the child I am responsible for, including the travel to the place of meeting with the evaluator and the travel back.

1. I understand that my participation and those of the child I am responsible for could cause negative emotions to us because of the remembering of our experience.

1. I agree to take part in the above evaluation project.

1. I agree the information about the age, the psychical and physical conditions of the child and the services provided to her/him/our family to be shared with the evaluator provided that these details are confidential.

1. In my capacity of a parent/foster parent/legal guardian *[underline the true]* of _____ *[insert the name and the family name of the child]* I agree she/he to take part in the above evaluation project under the same conditions.

_____ _____ _____

Name of Participant Date Signature

_____ _____ _____

Name of person taking consent Date Signature

To be signed and dated in presence of the participant

Copies:

evaluator's contact details: [Name], [phone number].

Once this has been signed by all parties, the participant should receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main records (e.g. a site file), which must be kept in a secure location.

OR, for a parent

Assent: If you are willing to participate, please fill in the above questionnaire and consent sheet.

1. I confirm that I have read and understand the information sheet dated _____ [insert date] explaining the above evaluation project, and I have had the opportunity to ask questions about the project.	
1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.	
1. I understand that the responses of my child will be kept strictly confidential with the exception of cases that might reveal that a specific child needs protection. I give permission to the members of the Evaluation Team to use the information that my child will share with them provided that these responses are confidential. I understand that my name or that of my child will not be linked with the evaluation materials, and no member of my family will be identified or identifiable in the report or reports that result from the evaluation.	
1. I understand that the participation of my child will not take more than 4 hours of my time and those of the child I am responsible for.	
1. I understand that my participation and those of the child I am responsible for could cause negative emotions to us because of the remembering of our experience.	

1. I agree to take part in the above evaluation project.	
1. I agree the information about the age, the psychical and physical conditions of the child and the services provided to her/him/our family [underline the true] to be shared with the evaluator provided that these details are confidential.	
1. In my capacity of a parent/foster parent/legal guardian [underline the true] of _____ [insert the name and the family name of the child] I agree she/he to take part in the above evaluation project under the same conditions.	

_____ _____

Name of Participant Date Signature

_____ _____

Name of person taking consent Date Signature

To be signed and dated in presence of the participant

Copies:

Evaluator's contact details: (Name), (phone number).

Once this has been signed by all parties, the participant should receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main records (e.g. a site file), which must be kept in a secure location.

III. Written protocols for protection of data

Edvise Me follows a strict policy of data protection and safe data storage.

Data of primary beneficiaries and service clients will be handled according to the procedures foreseen in the UNICEF ethical guidelines and WHO guidelines on evaluation on violence referenced in the section on adherence to ethical procedures.

Evaluators who have access to the identified data will be clearly identified and limited by access procedures to files storages. Evaluation and data collection processes that involve human subjects or entail analysis involving sensitive secondary data will be submitted to an internal clearing and data handling process, overseen by the team leader and supported by the project coordination. All direct identifiers to personal informant, particularly children, will either not be collected or removed and anonymised. Hard copies such as interview notes or audio tapes will be kept securely

locked away and destroyed after the evaluation process. Files – including computer files – that contain personal or identifiable data, such as names will be encrypted or password protected, and only accessed by agreed members of the team.

IV. When facilitating a FG or Interview (please adhere to the following order)

1- Before facilitation:

Facilitator:

- Introduce project.
  begin any interview/ meeting or focus group session with a clear introduction of the purpose of the assessment, the external and neutral relationship of the contracted consulting firm, and the importance of their honest participation and data sharing.

- Read/ sign consent forms and collect first names, and verbal consents for each participant

Note-taker:

- seat participants
- Start recording.

2- During facilitation:

Facilitator:

- Phrase all questions in a neutral manner to encourage discussion without any implied 'judgement' or 'stance' on any topic through any facial expressions, body gestures or tone of voice.
- Gear the conversation from general questions to more specific questions as discussions are taking place. The consultant will facilitate the conversation to maintain focus but also allow some natural flow and divergence for a few minutes.
- Try and include everyone in the conversation to ensure different perspectives are heard and the discussion is not dominated by one or a few.

Note-taker:

- Keep track of time and adhere to schedule
- The ideal duration for a focus group is anywhere between 45 to 60 minutes.

3- After facilitation:

- Save the file under the following format: [governorate, shortened school name , Category *(example OOSC **or** In-School people with disabilities)* and age range (for children/ students)

- Upload recording to Drive
- Upload notes to DriveFill out Master note-taking sheet Fill out # of participants per FG on Drive

Health Protocols

Covid-19 related precautions:

- *Field work team should wear a mask at all times, and distribute masks to participants if they are not wearing any.*
- *Maintain social distancing between participants.*
- *Select spacious rooms with adequate ventilation to conduct FGDs*
- *If the field work team encounters a school with cases of Covid-19, the team must cancel the visit, self-isolate and each number must get a PCR test with a negative result before the next school visit*

V. Methodological note prepared for interviewers and facilitators - Ethical considerations [1]

Persons with disabilities are not "weak", "helpless" or "useless". They do not "suffer" from a disability and are not "victims" of a disability. In addition, people with disabilities may or may not be a part of a "vulnerable population", depending on their individual circumstances. Making generalizations regarding people with disabilities based on stereotypes is wrong, and often serves to perpetuate the charity or medical models of disability. The social model of disability enshrined in the CRPD promotes people with disabilities as fully deserving, autonomous and independent people.

Often, people with disabilities will say that they just need "an opportunity to be myself and participate with my peers". As a young woman from the Philippines will tell you, "value us for who we are and what we can do, not by how we look and what we cannot do".

When communicating and/or working with people with disabilities, common sense, sensitivity and basic interpersonal skills should be used. Children asking questions about people with disabilities is a typical part of development, attitude formation and learning values. Therefore, it is important to teach children (even the very young ones) the most adequate ways of speaking to and about people with disabilities.

The CRPD promotes the use of person-first terminology when referring to people with disabilities. Therefore, you should say "a child with a disability" instead of "disabled child" to emphasize the individual as the primary subject. In addition, you should use terminology that is not demeaning and does not carry derogatory or negative meanings. Thus, you should say "child with polio" for example, and not "polio affected child".

In all cases, be respectful of the person you are talking to or about. When in doubt, ask the person her/himself which is their preference, or ask an Organization of Persons with Disabilities (OPD) in the area. When distinguishing between children with and children without disabilities, do not use the term "normal".

The following are some **basic rules of etiquette** to follow throughout the evaluation:

1. ASK BEFORE YOU ACT – when in doubt, ask a person with a disability how they would like to be addressed or how you should refer to their impairment or disability;
2. Do not speak about a person with a disability as if they are not present, cannot hear you, or cannot understand you;
3. In all cases, refer to people by their names – do not describe people with disabilities as "the little blind girl" or "the man in crutches";
4. Do not talk to adults with disabilities as if they are children and cannot fully understand you or act on their own – even people with communication limitations can understand and take their own decisions;
5. Speak from a position that is comfortable to anyone – if needed, sit down or crouch to be at eye level;
6. Every person has the right to make their own decisions – if someone uses a wheelchair it may seem easier or faster to decide where/how to go on their behalf. But, making decisions is a right and you should give the opportunity and time needed for independent decision-making;
7. Don't think in terms of stereotypes, thinking that all people with disabilities are tired, angry, frustrated, depressed, sick or vulnerable. Persons with disabilities are just people with their own individualities; do not attribute their behaviour to their disability;

TREAT PERSONS WITH DISABILITIES THE WAY YOU WOULD LIKE TO BE TREATED – respectfully and attentively, not with pity or paternalism.

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[1] Adapted from: UNICEF (2015). Disability Orientation (video). Retrieved from https://www.unicef.org/66434.html

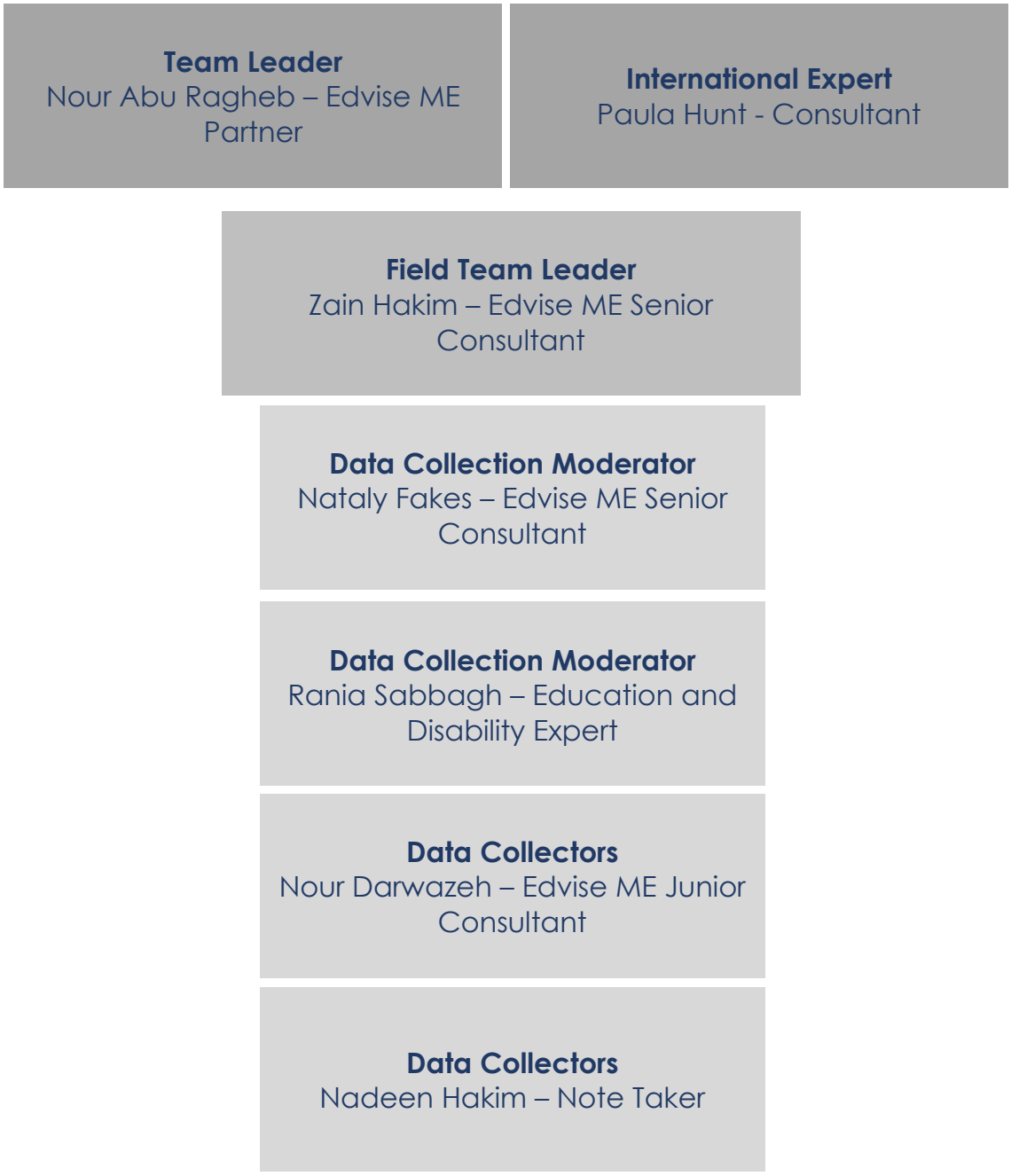
8.5 Team Composition

Below is the team structure to conduct the evaluation in addition to the roles and responsibilities under each position

Team Member	Roles and Responsibilities
Team Leader **Nour Abu Ragheb**	• Ensure objectives are met within timeframe and scope outlined by UNICEF. • Provide guidance and direction to the project team. • Ensure that Edvise ME team who will be facilitating the Focus Group Discussions are consistent with the script and protocols across the three countries. • Review all project deliverables and provide quality input wherever needed. • Work with the project team leader and rest of the team in formulating solid recommendations based on findings. • Support with FGD's plan and implementation • Conduct key informant interviews with the senior consultant.
International Expert **Paula Hunt**	• Support in conducting secondary research on IE in Jordan • Advise on international evidence and research on IE. • Inform on international best practices and global experiences/ programs. • Support and provide quality input on the process of developing the data collection tools • Support in the analysis of the data gathered from the field in order to evaluate the outputs of the Inclusive Education Programme. • Participate in producing the evaluation report in collaboration with the project manager, team leader and consultant.
Field Team Leader **Zain Al Hakim**	• Lead on all field work to include training of facilitators and data collectors, as well as arrange for transportation and all other field logistical needs. • Conduct focus group discussions with different targeted groups • Conduct key informant interviews with key stakeholders • Participate in producing the evaluation document in collaboration with the project manager, team leader and international expert.

Education and Disability Expert Rania Sabbagh	• Conduct focus group discussions with children with disabilities • Conduct school visits and classroom observations • Work on the deliverables and draft recommendations using field data.
Data Collectors and Moderators	• Effectively manage the focus group discussions, through keeping participants focused, encourage everyone to speak up, enforce a respectful tone, manage the pace, and uncover hidden information and hence, generate productive and quality discussion. • Record all focus group discussions for analysis.

Team Structure



8.6 List of Documents Consulted

1) Received Documents from UNICEF

A. Schools that had been Handed over

- School handover plan
- 37 schools to be handed to MoE
- Arabic handover action plan

B. Mercy Corps PD

- MC Programme document Final 2017
- MC Programme document Final 2018
- MC Programme document Final 2019

C. Mercy Corps Progress

- Final report September 2017-2019
- IE-Mercy Corps Progress Report 3
- IE-Mercy Corps Progress Report 4
- Mercy Corps CWD in formal education

D. Programme Description

- Play area
- Playground description
- Training manual

E. School supplies

- All school supplies from 2013
- Um Ammar School
- Maysaloon

2) Others

- Inclusive Education Training Material/ Guide for CWD section supervisor/ teachers grades (1-3), schools principals
- Education Strategic Plan
- UNICEF Targets
- the 10-year strategy for inclusive education
- Inclusive education operational plan
- Inclusion of CWD in the formal education (policies and procedures)
- Sustainable Development Goals 4
- Convention on the Rights of the Child
- Convention on the Rights of Persons with Disabilities

3) Received Documents from Mercy Corps

- Covid Response in the host communities
- Parent meetings and awareness raising
- Students' Progress Evaluation

- Case Study 2 Shadow Teachers support Summayya
- List of MC schools
- Lockdown Survey Report

i) Received 09/2021

- Trained teachers attendance sheets
- Schools fazed out plan
- Awareness raising activities for community members
- List of assistive devices per school and school supplies

ii) Received 10/2021

- List of OOSC with disabilities

iii) Received 11/2021

- List of student with disabilities per school (280 students with disabilities)

iv) 3. Received 7/12/2021

- 6 extra schools names that were not originally included in the original list of 102 schools
- MC log frame
- IEP tool kit
- MC Inclusive education manual
- MC core training overview
- MC and MoE training manual (Arabic)
- Shadow teacher Job Description (Arabic)
- Retention and enrolment rates of people with disabilities per year
- NFE IE training material

v) Received 02/2022

- M&E situation analysis report (shadow teacher prep and post analysis report)
- Awareness raising and parents meeting folder:
    - Annex 1: Awareness raising M&E report - sensitization/ ECO 2017-2020
    - Annex 3: Parent meetings and awareness raising
    - Annex 5: Parent meetings and awareness raising
    - Annex 8: Awareness raising results
    - Awareness raising analysis M&E repot
- Case studies and photos folder:
    - Case study 1: Homam journey to learning
    - Annex 2: communication and visibility
    - Portics photo deck
- Impact and studies folder
    - Annex 7: Parent survey results
    - Annex F: M&E students well-being report
    - MC impact study report
    - MC situational analysis study
- School equipment (excel sheet)

- Shadow teacher SOW (Arabic)

vi) Received 02/2022

- Carm (community, accountability, reporting mechanisms) data on inclusive education June 2020
- School selection criteria filled out for a number of schools
- Awareness-raising guide (Arabic)
- School observation suggested analysis
- Rehab priority criteria (PPT)

4) Documents from Secondary Research

- School and Classroom Disabilities Inclusion Guide for Low-and Middle-Income Countries, RTI, Jennae Bulat, Anne M. Hayes, Wykia Macon, Renáta Tichá, and Brian H. Abery Occasional Paper, Jan 2017
- Removing Barriers – The Path towards Inclusive Education, Australian Aid, 2018
- The Current Situation of Persons with Disabilities in Jordan, K4D, August 2018
- Inclusive Education in Jordanian Schools: Special Education and General Education Teachers' Perspectives, Athens Journals, 2019
- Moving to Inclusive Education for Students with Disabilities in Jordan: Rhetoric, Practice and Prospects, Global Journal of Advanced Research, Hamza Mahmoud Al Shoura and Aznan Che Ama, 2015
- General Comment No. 4 (2016) Article 24: Right to inclusive education
- Inclusive education: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities
- Conceptualising Inclusive Education and Contextualising it within the UNICEF Mission
- Legislation and Policies for Inclusive Education.
- Inclusive education: children with disabilities – paper commissioned by the GEMR 2020
- Index for Inclusion: developing learning and participation in school
- Towards greater inclusion and diversity in education in jordan, MoE, GIZ, UNESCO
- The inclusive education guideline manual, MoE, MC

8.7 Assistive Devices available

Smart Board	Book with stand	Computer	Visual tool	Loop system	Book with pen	Wooden stand	Headset	I pad	Tablet	Educational tool kit	Stationery kit	Curtains	Rehabilitation unit equipment kit	Furniture for resources room kit	Sensory room	اسم المدرسة
1	0	0	0	1	4	1	3	4	5	1	1	1	1	1	0	مدرسة المعتصم الاساسية للبنين عمان
1	3	1		1 But removed for now	3	0	0	5	5 Now they only have 3	1	1	1	1	1	1	ام عمار الثانوية للبنات عمان
1	6	1	1	0	2	1	3	4	5	1	1	1	1	1	0	إسكان الهاشمية الأساسية المختلطة زرقاء
1	4	0	0	0	0	0	0	5	5	1	1	1	1	1	0	ميسلون الاساسية اربد
1	0	1	0	0	0	3		1	1	1	1	1	0	0	0	ابو بكر

																اربد
0	0	0	0	0	0	0	6 Only two availab le now	3	4 Two are missing after sending them to maintenan ce so they only have total 5 of tablet and iPad	1	1	1	1	1	0	الحمراء الاساسية المختلطة مفرق
0	0	0	0	0	0	0	0	0	Recently was given one small – old-tablet	1	1	0	1	1	0	مدرسة خولة بنت الازور الاساسية المختلطة الكرك
1	0	0	0	0	0	0	5 Only 2 availab le	0	Recently was given one small old-tablet	1	1	1	1	1	0	الخليل بن احمد معان

8.8 Achievement of programme objectives

Years/ Area of comparison	2017	2018	2019
Geographical coverage	Amman, Zarqa, Irbid, Mafraq, Madaba, Ajloun, Jerash, Ma'an, Tafila, Zaatary Camp, Azraq Camp		
CWD	340 students with disabiltieis integrated. 4200 students got psychosocial support	350 students with disabiltieis integrated 900 students got psychosocial support	500 CWDs, 225 students with disabiltieis in 15 new schools 900 students got psychosocial support
Model schools	2 for an accumulative total of 2	Not included in report	30
Schools handed to MoE	Not included in report. The evlauation team assumes no schools were handed to the MoE before 2019		30
Teachers trained	180 for an accumulative total of 1589	150	102
supervisors and principals trained	30	Not included in report	22
# of children with disabilities participating in rehabilitation sessions	50 for an accumulative total of 361	10	57
# of people reached through through sensitization and information events	3000 for an accumulative total of 16,109	3000 for an accumulative total of 20,088	300 for an accumulative total of 23,088
# of people reached through through advocacy initiative	1000 for an accumulative total of 1500	Not included in report	Not included in report

# of students with disabilities enrolled in MAKANI	100 for an accumulative total of 295	Not included in report	40
# of students attending extra-curricular activities in Zaatari camp schools	300 for an accumulative total of 17447	600	300
# of students attending extra-curricular activities in Azraq Camp schools	2100 for an accumulative total of 4214	300	600

8.9 Shadow Teacher Job Description

Comparing the job description of **Shadow Teachers** as shared by Mercy Corps to the observations of the Evaluation Team shows that the shadow teachers were successful at fulfilling the majority of their roles and responsibilities, with minor exceptions such as attending and supporting students with disabilities inside the classroom, which is integral to the holistic approach of inclusive education.

The roles and responsibilities of shadow teachers are as follows:

1. Enrolling the students who are eligible to join the programme and maintaining lists of the names of students integrated into the programme. Students may be referred to the programme by Mercy Corps's own outreach efforts, the special education supervisor, school principal, parents, or otherwise. This process includes:
    a. Filling out student checklists in cooperation with the resource and qualification teacher
    b. Conducting a comprehensive survey to observe students in the school (during the attendance of the classes in the classroom, or presence in the facilities and activities of the school.
    c. Conducting the initial evaluation and preparing the necessary data and entering it into the database (from COMMCARE) in preparation for the evaluation process by the field officer.
    d. Conducting the initial visual and audio survey for the students who are being evaluated and for each student from the school who needs to be surveyed
    e. Recording the results of visual and audio surveys and preparing lists of audio and vision examinations on a regular basis.
    f. Attending the assessment that is carried out by the field officer of the situation with a discussion of the necessary objectives and recommendations.

2. Coordination with specialists and the multidisciplinary team to assess students with disabilities. The team of specialists consists of the school administration, guide, support teachers, rehabilitation team, the special education supervisor, and may include the parent/s. This team is essential to the development of Individual Education Plans (IEPs) for each student, to determine their needs for environmental support, medical devices and rehabilitation services;
    a. Updating the individual plan and the electronically saved educational plan periodically (on a quarterly basis for the IEP, and monthly for the IEP) in relation to the objectives

3. Ensuring that each student receives academic support inside the resource room through the number of lessons/days of the week / or individual or group sessions.
    a. Providing the necessary educational services based on the IEPs and rehab goals -based on the recommendations of the Mercy Corps supervisor. Important note: (Individual sessions are held as needed only as decided by the Mercy Corps liaison officer)
    b. Group sessions: providing educational services as necessary for an individual student or a group of students based on common academic goals.

c. Making the appropriate educational aids for the objectives of the sessions (individual and group) in coordination and cooperation with the field officer from Mercy Corps
d. Preparing for the session, which includes preparing the necessary tools, worksheets, the educational aid that was manufactured, student plans, location of the session, etc.

4. Ensuring students in getting rehabilitation services.
    a. Ensuring that students receive the rehabilitative services and therapy sessions necessary; for an individual student or a group of students based on common therapeutic goals
    b. Making the appropriate educational aids for the objectives of the sessions (individual and group) in coordination and cooperation with the field officer from Mercy Corps.
    c. Conducting a periodic scanning of students inside the school to determine if there are students in need of medical equipment, rehabilitation services, or environmental support, and transferring the names of those who do to the responsible field officer from Mercy Corps and the special education supervisor.

5. Supporting students inside the classroom:
    a. Determining which students need follow-up inside the classroom, by attending a class session for each of the students listed on the shadow teacher's schedule at the beginning of the school year
    b. Based on the point above, students who need support in the class are identified and the appropriate program is developed according to the needs of each child, bearing in mind that the student is visited in class at least once a week.
    c. Filling out the form designated (to support the student in the class session) for all students with disabilities and continuing to fill them out every time a student attends a class.
    d. Ensuring the student is in the correct sitting position, and the appropriate seating place in the classroom, and making the necessary adjustments during the class session.
    e. Providing the necessary support to the student during the class session, such as clarifying the teacher's explanation, helping to transfer from the board, reading the problem, etc.
    f. Preparing the modified and/or educational tools that the student needs based on the topic of the lesson and the goal of the class, and using them with him/her in the classroom
    g. Suggesting the appropriate environmental modifications for the student in the classroom and presenting them to the field officers.
    h. Applying a child-to-child teaching methodology within the regular classroom when needed (such as bullying of children with disabilities)

6. Supporting the general class teachers inside the classroom:
    a. Through coordinating with the class teacher before attending the class to know the topic of the class and the goal of the lesson so that the shadow teacher can evaluate the student inside the class according to its objectives.

b. Providing the teacher with the appropriate teaching aids for the class and conducting appropriate activities in the classroom aimed at the participation of students with disabilities with their peers in the class
c. Assisting the class teacher in implementing differentiated educational lessons (applying differentiated teaching strategies according to the lesson's goal as much as possible)
d. Giving the teacher the appropriate recommendations to make a differentiated exam for the student in proportion to his disability, participating in its design, and following up on its implementation.

7. Supporting the resource teacher in:
    a. giving some lessons to children with disabilities as per the individual education plan, in addition to attending and viewing sessions for all students who are integrated into the programme.

8. Documentation and record-keeping:
    a. Conducting sessions and documenting them on paper (using the organization's customized forms) and digitally (photos, videos, filling out electronic links).
    b. Electronically filling in and saving EIPs of students with disabilities.
    c. Note down the rehab and therapy sessions including duration/session type/number of students.
    d. Coordination with teachers to check the attendance and absence of students on a daily basis
    e. Communicating with the parents in the event of the repeated absence of the student with a disability for 3 consecutive days, documenting the reason for the absence and informing the field officer from the Mercy Corps team to take the appropriate action.

9. Follow up:
    a. Coordinating periodic meetings with the students' parents/ caregivers to:
        1. discuss the individual education plans and the goals that have been achieved with the child, in the presence of the team responsible for the child's educational plan.
        2. Inform them of daily duties and exercises required at home
        3. Inform them of student performance and development, and challenges or observations that require parents' attention.
    b. with teachers on the implementation of support strategies for children with disabilities in the regular classroom through observation sessions and ensure that the basic teacher transfers training to other teachers.

10. Raising awareness of disability and inclusion issues:
    a. Carrying out appropriate activities to raise the level of acceptance of students with disabilities and raise awareness about their disability.
    b. Raising awareness for parents of students with and without disabilities and the local community
    c. Coordination with the school administration in all activities to be implemented (after referring to the liaison officer from Mercy Corps)

11. Keep records and follow-up on attendance

a. Coordination with teachers to check the attendance and absence of students on a daily basis.
b. Documenting students' attendance on a daily basis on the electronic link prepared by the organization
c. Communicating with the parents in the event of the repeated absence of the student with a disability for 3 consecutive days, documenting the reason for the absence and informing the field officer from the Mercy Corps team to take the appropriate action.

The points above are under the supervision of the Education Supervisor and Mercy Corps.

In comparison, the roles and responsibilities of the **resource room** teachers included:
1- Educating students with learning difficulties, not students with disabilities in the resource rooms.
2- Develop IEPs for these students.
3- Plan, assign, and organize activities for students with learning difficulties inside the resource room to encourage learning through different mediums.
4- Assess student performance. Resource room teachers typically do not use the same grading system as other teachers, but they are still responsible for accurately assessing the academic performance of their students.

8.10 Survey Results and Analysis *[Documents are attached in separate folders]*

8.11 FGD Participants Signed Consent Forms *[Documents are attached in separate folders]*

8.12 Field Work Recordings *[Documents are attached in separate folders]*

8.13 Field Work Notes *[Documents are attached in separate folders]*

8.14 Evaluation Matrix *[Documents are attached in separate folders]*

8.15 Terms of Reference *[Documents are attached in separate folders]*

8.16 Data Collection Tools *[Documents are attached in separate folders]*