REVIEW OF SPECIAL EDUCATION PROGRAMS IN JORDAN: CURRENT PRACTICES, CHALLENGES, AND PROSPECTS

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Abstract

This paper will try to provide an overview on Jordan’s special education programs for children with disabilities. Specifically, this paper will describe the emergence and development of special education services and the providers of these services within the context of Jordanian society. The key issues relevant to special teacher education, early childhood intervention, inclusive education and challenges faced by children with disabilities are also presented. The findings indicate that there are many challenges, including funding and support, inadequate instructional resources and techniques, shortage of pertinent knowledge and training, limited cooperation, and sparse data on children and youth with disabilities. This paper uses secondary data gathered from relevant reports, studies, and the understanding and experience of the author. Implications to improve the current special education practices for these students are discussed in this paper.
Keywords: Students with disabilities, Special Education, Rehabilitation, Inclusive education

Setting the Scene

The Hashemite Kingdom of Jordan is a newly established country, which is located in the heart of the Middle East. In 2011, Jordan has around six million population. Around 42.2% of the country’s population is comprised of young people of under the age of 14, while 31% of them were between 15 -29 years old. Meanwhile, 89% of Jordanians are literate (1, 2). Jordan is a developing country that lacks natural and economic resources. For decades, the country has depended on external aid, particularly from the Western countries and Arabic Gulf Countries. This has been the result of constant conflict in the Middle East and a large number of refugees escaping to Jordan. Therefore, the country depends more on its investment in human resources than economic resources (2).

An Overview of General Education in Jordan

Like many countries of the world, the Kingdom is constitutionally bound to deliver education to its children as their fundamental rights. The educational principles in place in the country are mainly rooted from religious (Islamic) values. The formal educational system of the country consists of two stages: primary and secondary, which covers from the first to twelfth grades (Table 1). Both stages of education are free for all citizens of the kingdom. Education is mandatory only for students in the primary stage. There is also a preschool education in effect in the country, which was delivered for free of cost, but available is only in particular areas of the country (2).

Table 1. Education System in Jordan

<table>
<thead>
<tr>
<th>Ниво / Level</th>
<th>Години на образование / Schooling</th>
<th>Возраст / Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Основно / Elementary level</td>
<td>Десет години / Ten years</td>
<td>6-16 години / 6-16 years</td>
</tr>
<tr>
<td>Средно / Secondary level</td>
<td>Две години / Two years</td>
<td>16-18 години / 16-18 years</td>
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</table>

In 2012, the statistics from the Ministry of Education (ME) showed that there were a total of 6181 schools providing both primary and secondary education. About 56% of these...
The general education system of the Hashemite Kingdom of Jordan is responsible for providing a free and suitable education for all students, including those with disabilities. It also is responsible for creating new centers or schools, developing curricula, setting up and implementing training programs to in-service teachers. This system, in collaboration with others governmental and non-governmental organizations (NGOs), is also responsible for special education services to disabled children. This system is which develops relevant legislation and policies for the provision of most special education services of these students with disabilities.

The Goal and the Methodology of the Study

The objective of this paper is to map what is known about the various special education schools being run by ME of the country, 40% by private sector, 3% by the United Nations Relief and Works Agency (UNRWA) for Palestine Refugees in the Near East and 1%, by other state institutions such as the Ministry of Defence and the Ministry of Social Development (MSD) (Fig. 1). According to the statistics of the ME, there was an estimated 6181 public and private schools servicing 1,690,172 general education students and all of them were taught by at least 106,403 teachers (1, 3). Nevertheless, the Jordanian government put only about 12% of its budget into the general education sectors (1).

Figure 1. Distribution of Jordan’s schools by controlling authority 2012 by (1)

The general education system of the Hashemite Kingdom of Jordan is responsible for providing a free and suitable education for all students, including those with disabilities. It also is responsible for creating new centers or schools, developing curricula, setting up and implementing training programs to in-service teachers. This system, in collaboration with others governmental and non-governmental organizations (NGOs), is also responsible for special education services to disabled children. This system is which develops relevant legislation and policies for the provision of most special education services of these students with disabilities.

The Goal and the Methodology of the Study

The objective of this paper is to map what is known about the various special education
programs in Jordan. It outlines the development process and how the system caters for disabled children, in order to provide a backdrop for discussion. Specifically, this article explores in depth the current practices and issues with regard to special teachers, early childhood, and inclusion. The challenges faced and propositions for developing the current provision in the local context are also discussed. This article uses secondary data gathered from the reviews of databases available in the universities in Jordan, published research, Master and PhD theses related to the study subject and information available on the internet, documents available at the MoE, and other ministries and the understanding and experience of the author.

**Programs for Speciafly Educated Children in Jordan**

**Definition of Children with Disabilities** in Jordanian Context

The term ‘Children with Disabilities’ has various meanings. The definition offered here represents the researcher’s interpretation of this concept. In the context of Jordan's special education system, the term ‘Children with Disabilities’ is widely used to describe a children who have been determined eligible for needing special education and related services, regardless of the type and severity of his/her disability. This term includes children who are mentally handicapped, emotionally challenged, physically handicapped, having hearing impairment (including deafness), visually impairment (including blindness), speech and language impairment, learning disabilities (LD), autistic, or other health impairments. In this regard, both “special needs student” and “handicapped/disabled child” terms are used synonymously in the Jordanian context.
На датата со пречки во развојот, Кралството им обезбедува специјално образование базирано на основниот принцип: ‘Секој има право на бесплатно и јавно образование’. Сите ученици имаат бенефит од еднаковот пристап во образованието и медицинската грижа и свободно можат да партиципираат во социо-економските активности во нивните животи.

Table 2. Number of Persons with Disabilities and Prevalence Rate Identified in the Population Census (1979, 1996, and 2004)

<table>
<thead>
<tr>
<th>Година / Year</th>
<th>Број на лица со попречност / Number of disabilities</th>
<th>Стапка на преваленција / Prevalence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>18 829</td>
<td>1.0%</td>
</tr>
<tr>
<td>1996</td>
<td>54 747</td>
<td>1.2%</td>
</tr>
<tr>
<td>2004</td>
<td>60 364</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

These figures are open to question. They are likely an underestimation due to the socio-cultural values of Jordanians. Families may hide a disability because they fear the stigma and to avoid the feeling of dishonor they might experience if others knew of the disability (1, 5, 7). Many cases of mild disability may by unreported because many families feared that exposure of a disabled family member would negatively affect the family. Moreover, national surveys and censuses have omitted references to certain categories of disability, often diagnosed in young children such as LD, speech difficulties, and behavior disorders. This may be due to the fact that the surveys have been focused primarily on the incidence of visible disabilities (1, 7).

A Brief History of the Emergence and Development of Special Education Programs in Jordan

The kingdom provides special education services to disabled children under the basic principle of education which stipulates that, ‘Everyone has a right to a free and public education’. All students may benefit from equal access to education and medical care, and freely participate in the social-economic...
education programs to undertake significant developments in both general/special education and rehabilitation services to children with special needs; second, to implement a rehabilitation and vocational employment provision in the open market; and finally, to offer duty free services and other tax exemptions for the disabilities and their institutions (1, 4). By the early 1990s, international developments in both general/special education influenced the Jordan’s special education programs to undertake significant reforms (2). For example, the Salamanca Statement (1994) provided a guiding framework for action to be used worldwide. The Law for Welfare of Handicapped Persons (LWHP) was passed in 1993 and it stipulated that ‘education is a right for people with disabilities each according to his/her own abilities’. Accordingly to this law, the responsibility of education programs and the diagnosis for disabled persons passed from the MSD to the ME (5, 7). In addition, the National Council for the Handicapped was established in 1993 to coordinate and support policies and services of governmental and NGOs related to the field of special education (7).

The ME also played a major role through the Division of Remedial Education (DSE), which were introduced in 1995 (1). This education unit established in-service teacher training programs, remedial and education services which fostered the integration of disabled students into inclusive classrooms (1, 7). The ME has also launched a department of special education impairments com-
2010 година (1). На крајот, во 2008 година, во Јордан беше потпишана и ратификувана и Конвенцијата за праcва на лицата со пречки во развојот. Потоа оваа Конвенција беше применета во локалниот правен систем како замена на Законот за права на лицата со пречки во развојот (бр. 31/2007), која мегу другото, ги афинирала правата на децата со пречки во развојот за еднакво и безплатно образование (член 24) (2). Во членот 24 се наведени следниве принципи:

- целосен развоj на лицата со пречки во развоjот во нивното човечки потенциjал и чувството за сопствената вредност, како и засилување на соодветното интегрирање во општественото живот;
- развоj на личноста, талентите и креативноста на лицата со пречки во развоjот, на нивните ментални и физички способности до нивното целосен потенциjал;
- овозможување на лицата со пречки во развоjот, ефективно да учествуваат во слободното општество како и нивните врзници.

Државните органи треба да им овозможат на сите лица со пречки во развоjот, вклучуваjки ги и оне кои се комбинирани и тешки пречки во животот да ги научат животните и социjалните вештини за да им се олесни целосното и еднаквото учество во образованието и во заседницата (8).

**Кој обезбедува специjално образование во Јордан**

Специjално образование на децата во Јордан им обезбедуваат:

**Министерство за образование (МО)**

МО обрнува посебно внимание на идеjата за инклузиjа со тоа што формира ресурсни соби во jавните училишта за децата со пречки во развоjот (нпр., вклучуваjки на оние со тешкоти во учение, глуви, со визуелно оштетување) и ресурсни соби во многу пионерски училишта во различни подрачја на Јордан (9, 10).

**Министерство за социjален развоj**

Министерството за социjален развоj наседаjе во Јордан обезбедува услуги од областа bined with a department of gift and talent in 2010 (1).

Finally, in 2008, the Convention on the Rights of Persons with Disabilities was signed and ratified in Jordan. This Convention was then applied in the local legal system, replacing the Law on Disabled People Rights (LRDP) (no. 31/2007) which, amongst other provisions, affirmed the disabled children's rights in access to equal and free education (Article 24) (2). Article 24 stressed the following principles:

- The full development of disabled persons to their human potential and sense of dignity and self-worth, and the strengthening to be integrated properly into the general life of the society.
- The development of disabled persons of their personality, talents and creativity, and their mental and physical abilities, to their fullest potential.
- Enabling of disabled persons, like their peers, to effectively participate in a free society.

States parties shall enable all disabled persons including those who have multiple and severe disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community (8).

**Special Education Providers in Jordan**

The key providers of special education services to children in Jordan include:

**Ministry of Education (ME)**

The ME paid special attention to the idea of inclusion by establishing resource rooms in public schools for children with disabilities (i.e., including LD, deaf, visual impairment) and resource rooms in many pioneer schools in different areas across Jordan (9, 10).

**Ministry of Social Development (MSD)**

The Ministry of Social Development provided education and rehabilitation and employment...
на образованието, рехабилитацијата и врабо-
tувањето за повеќето видови пречки во раз-
војот, особено ментална ретардација и оште-
tување на слухот.

Агенцијата за помош и работа на Обедин
етите нации (УНРВА)
УНРВА ги нуди своите програми во Јордан
према специјални и дополнителни часови за
оние со тешкотии во учењето, кои ги импе-
ментира под надзор на МО (2).

Министерство за високо образование (МВО)
МВО пушти во употреба неколку университет-
sки програми на дипломско и постдипломско
ниво за специјално образование за да ја поддр-
жу подготовката на специјални едукаатори–нас-
tавници (1, 5).

Приватни институции
Неформални институции, вклучувајќи ги во-
лонтерските организација, како што се ев-
ропските и американските институции ги
помагаат и ги поддржуваат бегалците, прив-
ватните училишта и школувањето на учени-
ците во Јордан со помош на приватни фон-
dови и под надзор на МО и МСР (4).

Видови услуги од областа на
специјалното образование што се
обезбедуваат во Јордан

Главни видови услуги од областа на специјал
ното образование што им се обезбедуваат на
дечата во Јордан се:

Образовни и поврзани услуги
Образовните услуги за учениците со пречки
во развојот се пренесуваат преку многу специја
лизирани институции, коишто можат да се
опишуваат на следниов начин:
- рана интервенција за ученици под 6-го
  дишна возраст со пречки во развојот, која
  неули во нивните домови и во некои интегрирани
  предучилишни одделенија во
  училиштета (5, 11);
- дневна грижа за учениците со пречки во
  развојот од страна на специјализирани
  центри. Повеќето од овие 48 центри се
  специјализирани за образование на ученици
  со когнитивни нарушувања;
- резиденцијални услуги за учениците со

services care for most types of disabilities, especially mental retardation and hearing im-
pairment across Jordan.

United Nations Relief and Works Agency
(UNRWA)
The UNRWA offered its programs within
Jordan through special and remedial classes
for LD implemented under the supervision of
ME (2).

Ministry of Higher Education (MHE)
The MHE has launched several university
programs at Bachelors and Masters level in
special education to support the preparation of
special education teachers (1, 5).

Private Institutions
The informal Institutions, including inter-
national voluntary organizations such as
European and American institutions which
assist and support Refugees, private schools
and Jordanian students (1) through private
funds and under the supervision of the ME
and MSD (4).

Types of Special Education Services
Provided in Jordan

The key types of special education services
provided to children in Jordan include:

Education and Related-Services
The educational services for disabled students
are delivered by many specialist institutions
that they can be described as follows:
- Early intervention services for students
  under the age of six years with disabilities
  offered at their homes and through some
  integrated kindergarten classes in school (5, 11).
- Day Care Services for the disabled children
  by specialist centres. Most of these 48
centres specialize in educating students with
Cognitive Impairment.
- Residential Services for the disabled
  students through 28 centres. Twenty one of
  the centres are for students with Cognitive
  Impairment (4).
- Assessment and diagnostic services
- Precedence and diagnostization are performed by the teacher, who is trained in the field of special education and rehabilitation (4).

- The process of diagnosis begins when the child enters school or when new symptoms are observed (5, 9).

- The evaluation process for children with disabilities and related services is still not free of shortcomings. The evaluation process for child does not begin early enough to identify disability, where it mostly starts when the child goes to school or special education centre. In addition, the evaluation process and the setting of goals and related strategies in the IEP are usually implemented by special teachers without participation of the multidisciplinary team and parents (5, 9).

- Lastly, special education institutes or regular schools lack related services such as physical therapists, occupational therapists, and speech and language pathologists (12) that could enabling these children with special needs to acquire more benefits from their IEPs and develop communication, physical, and related skills. Many public regular schools present several related services for children with mild and moderate disabilities. Education assistants, psychologists, speech and language therapists were less available for these children in public schools. Nevertheless, human resources (13), and material and equipment in these settings provided by more than 17 centres that are focused on students with cognitive and sensory impairment for making the decisions about eligibility and the offering of special education services (4).
и опремата во нив, често се несоодветни (1).

Рехабилитација и стручно вработување (PCB)
PCB-услугите се наменети за возрасните, вклучувајќи ги и младините, со пречки во развојот од страна на специјализираните институции кои им помогаат околу обуката за работа, сместување и развој на резимето. Услугите треба да им помогнат на овие луѓе во започнувањето сопствен бизнис или независно живеење доколку не се способни да работат како традиционално вработени. Овие услуги се обезбедени за приближно 1051 лица со пречки во развојот во различни области во Јордан (5). Сепак, моменталните услуги за вработување се поевидентни на хартија отколку во реалноста (14). Полето на истражување укажува дека стапката на вработување на лицата со пречки во развојот останува ограничена, а повеќето од овие луѓе се невработени или вработени на ниски и слабо платени работни места. Al-Khatib (15) извеснува дека нивото на невработеност или вработеност на ниски работни места на лицата со пречки во развојот е повисоко од останатите категории. Това може да надмине 80% во земјите во развој. За ова нема достапни податоци од Јордан. Извештајот на Јорданското набљудување на пазарот на труд од 2009 година посочува дека има опаѓање во 2009 година на вработени лица со пречки во развојот и во јавниот и во приватниот сектор (1% во јавниот сектор и занимално во приватниот сектор) (14). Привилегиите за вработување на луѓето од општата популација остануваат силни во двета сектора.

Со тоа реалноста за ракоменавање и вработување на лицата со пречки во развојот станува предизвик, а се ускрштуваат и нивните права и нивната слобода. Ограниченото пристап кон рамноправна можност произлегува од негативниот став на работодавачите и на заедницата, како и од социоекономските пречки коншто ги исключуваат овие индивидуи (15, 16).

Рехабилитација базирана на заедницата
Програмата за ракоменавање поставена на заедницата е обезбедена за 1621 лице со пречки во развојот во локалните центри под надзор на УНРВА во соработка со МСР и МО (4). Дополнително, оваа програма обезбедува упатство за семејствата за зголемен мониторинг и рана детекција на деца со ризик и со were often inadequate (1).

Rehabilitation and Vocational Rehabilitation (RVE) Services
The RVE services were introduced for adults, including young adults, with a disability by specialized institutions to help them with job training, employment accommodations, and resume development. The services are provided to assist these people in starting their businesses or independent living services as they are unable to work in traditional employment. These services were provided to approximately 1051 disabled persons in different areas in Jordan (5).

However, current employment services are more evident on paper than a reality (14). Field research indicates that employment rates of disabled people remains very limited and the majority of these people are unemployed or employed in low skilled, low-paid work. Al-Khatib (15) reported that the level of unemployment among individuals with disabilities in Jordan was higher than other categories. It may exceed 80% in developing countries. There is no available data on this from Jordan. The Jordanian Labour Watch 2009 report indicated that there is a severe decline in 2009 in the employed persons who have disabilities in both public and private sectors (1% in the public sector and was negligible in the private sector) (14). The preference for employing ordinary people remains strong in both sectors.

Thus the challenging reality of rehabilitation and employment for persons with special needs in Jordan restricts their rights and freedoms. Limited access to equal opportunities stems from the negative attitudes of employers and the community, as well as socio-economic constraints that exclude these individuals (15, 16).

Community Based Rehabilitation (CBR) Services
The CBR program was provided for 1621 disabled persons at local centres under the supervision UNRWA and with the cooperation of the MSD and ME (4). In addition, this program provides guidance to families on growth monitoring and early detection of at-risk
and disabled children. Its current outreach arrangements are fairly limited. Periodic medical check-ups are implemented in the general education setting, but the school setting is often unable to provide appropriate early detection services (10).

In sum, children with more severe disabilities and those without access to integration schools attend special education settings run mainly by non-governmental institutions, the MSD and the ME (10). Nevertheless, there is a noticeable shortage of specialised care centres, and facilities and services needed to support those with disabilities (5, 11). In addition, there is limited support from public and private institutions for those with disabling conditions despite their hope to independently live in the free society (10, 12). Furthermore, the private sector seems to offer better care and services but these are more costly than the public sector services.

Table 3 and Figure 2 summarize the number of institutions serving children by type of disability and the number of institutions providing selected services.

Table 3. Number of Institutions Serving Children with Disabilities by Type of Disability in 2005 (4)
**Teacher Education Program**

There have been more recent developments in the field of special education teacher training. In 1980 The University of Jordan started a two year diploma program in special education. The same university opened a master’s program and a bachelor’s program in this field in 1985 and 1993 respectively (7). Today, several private and public universities and community colleges in Jordan provide future teacher education programs (BA, diploma, MA, and PhD) in special education (5). Moreover, pre-service teacher training is complemented with in-service training, offered by the MoE and some professional and academic institutions in order to sustain the professional development of educators in their workplaces (2, 11).

Although teacher education programs have been greatly expanding in Jordan, their quality has long been the focus of criticism. For instance, the current programs for newly employed teachers at various levels do not seem to have the required skills or experience to enable them to work with disabled children. In addition, teaching force at both pre-service and in-service levels is not adequately prepared to address the current challenges of the new inclusion policy (2, 13).

Providing well-qualified, well-equipped and motivated teachers is seen now as a key element in the development of special education in Jordan.
Early Childhood Intervention program

Early childhood programs in Jordan are slowly expanding with the rise in women’s education and employment rates and growing changes in family lifestyles. The majority of programs are still offered mainly by private, public, centre based services, but the role of the ministry of education has grown since 1999. The ministry has initiated the opening of its first kindergartens (KG) which accommodate children aged 4-6 years in ordinary schools (10).

In Jordan, there is an increasing awareness of the importance of early childhood intervention services (7). Several specialized childcare centres were created to care and support infants and young children with disabilities or at-risk, and to support their families. In addition, many KG programs in regular schools were set up to address essential care needs and for establishing the right environment to help include these children (11). Furthermore, specialized disability diagnosis centres have recently established in the some Jordanian jurisdictions such Amman and Karak in order to screen for all disability cases immediately after birth (10). Moreover, since the late1990s many special education schools have been modified eligibility criteria and now accept young vulnerable and disabled children (7).

However, early childcare intervention services are still very limited. The lack of reliable information, screening instruments and unavailability of trained personnel (7) are in
го ослабуваат ваквиот вид интервенција. Не-достатокот на инкулзивна рамка за акција ре-зултира со недостатоци во услугите. Офици-јалните модели се обично ориентирани на здравствените и добротворните организации, без должна координација и соработка меѓу иноволните агенции. Згора на сè, приста-пот до сервиците се заедницата сè уште е на многу ниско ниво.

Одговорните лица за образованието, родите-лите и негувателите мора да ги обединат силитите за да создадат заштитна средина за децата со ризик и со пречки во развојот. Неопходно е сите засегнати да имаат иста основа на знан-вата, да ја анализираат сегашната ситуација и да ги идентификуваат приоритетните активности. Обезбедувањето поквалитетни опции и нови алтернативи фокусирана на вклучувањето на родителите во обезбедувањето услуги и координации мултиагенции, е доста важно.

Програма за инклузивно образование

Во изминатите неколку децении, специјалните дневни центри, резиденцијалните центри и ресурните соби во јавните училишта останаа најчести форми за грижа и образование за оние со посебни потреби во Краљевството (2, 5). Сепак, како што споменав погоре, според МО во 2012 година, само около 16 803 ученици добивале образование во јавните училишта. Овој број формира мал процент од целната популација. Според тоа, мора да се каже дека стотни или дури и изјадници деца со пречки во развојот се вклучени во општото образование без да се идентификуваат или да им се обезбеди неопходната поддршка. „Скривена инклузија” може да е терминот што се употребувал за она што е долго практикувани во локалните училишта (2, 7).

Сепак, јорданскиот образовен систем се оби-дува на некој начин да го прифати американскиот образовен пропис според кој ниедно дете не смее да се запостави за да се спроведе целосна инклузија. Комплицираното член според кој ниедно дете не смее да се запостави, прво потворден на 8 јануари 2002, генерално има за цел да создаде најдобри образовни можности за сите деца во Соединетите Држави, вклучувајќи ги и оние со пречки во развојот за да осигура дека сите деца ја имаат секоја можност да успеат сè додека имаат пристоен

себи_deliberate. The lack of an inclusive framework of action results in service gaps. The official models followed are mostly health and charity oriented, and without sufficient coordination and cooperation between involved agencies. Moreover, the access of community services is still very scarce.

Responsible education authorities, parents and caregivers need to join forces to establish a protective environment for these at-risk and disabled children. It is necessary for all concerned to have a common knowledge base, to analyze the current situation and identify priority actions to be addressed. The provision of more high quality options and new alternatives focused on parent involvement for service-delivery and co-ordinated multi-agency services, is critical.
The delivery of educational services for disabled children suffers a number of important challenges:

a) **Inadequacy of Educational Funding**

The Jordanian education system is not adequately funded, and this also has effects on current delivery of important services. Many services need to be revised, expanded, and developed to address the various needs for those who have disabling conditions, including the accommodation, rehabilitation and vocational employment programs (2, 4, 7). Often the procedures for obtaining funding for services are long and complex (12). In addition, new innovations in the area of assistive technology and relevant instructional techniques require more funding (4).
b) Teaching Practices and Instructional Supports
In addition to better funding, there is a need for better evaluation and diagnostic services in classrooms (1, 3). This involves personnel with better training and appropriate screening, diagnostic, and instructional material. In terms of the quality and support of related programs of general/special education in Jordan, Melhem and Isa (1) have noted that the level of quality in public sector is lower than the level of quality in the private sector. This reflects the effect of many factors which reflect higher levels of funding such as better teacher training and smaller class size.

c) Shortage of Relevant Knowledge and Training
Many teachers have not received sufficient knowledge and training in special education practices. In fact, many educators still use out-dated education methods (1, 5).

d) Absence of Cooperation
One of the major weaknesses of the Jordanian special education service delivery models for disabled children is lack of cooperation between all involved. The absence of a responsible body to organize, unify and combined all efforts to solve problems as they arise to improve and develop services delivery models and to accelerate the foundation of an effective monitoring and accountability system is very clear in the kingdom (1, 4).

e) Lack of National Data
Information is scarce especially on the problems of young children at-risk of disability. Available statistics do not include many disabled children who remain invisible within the larger environment (1, 14).

f) Stigma
The family of members with a disability has tended to treat these members as individuals with no positive expectations and no potential, and they have seen disability as something shameful and as an ordeal to be faced by the members of the family. Thus, many parents may ‘hide’ their disabled
Suggestions for Improving and Developing the Current Programs

Several policies might be considered to improve special education in Jordan:

- Increase funding for existing special education centres so that it can be available all year and managed appropriately. Additionally, there should be funding for new centres to expand the service delivery and allocating resources and support as needed (1).
- Set up information technology centres to design assistive technology, technical aides and instructional strategies to meet different disabled children’s needs, in line with the current orientations of the development of education technology strategy for all students in Jordan.
- Establish an effective support system for monitoring and accounting within each educational directorate. This needs to include the use of appropriate diagnostic tools, monitoring remedial and special education provision, mentoring new teachers, and organizing training workshops.
- Enhance training of special education educators and require teachers to take courses, and workshops devoted to special education programs which involve best practice learning techniques, special education laws, appropriate care interventions and the construction of effective IEP for disabled students. Coursework to support inclusive education is essential training for all teachers.
- Establish local databases which to provide data related to disability in the kingdom;

Sugestii za podobravanje i razvoj na sегашните програми

Може да се земат предвид неколку прописи за подобрување на специјалното образование во Јордан:
- зголемување на финансиранието на постоечките центри за специјално образование за да може да бидат доступни во текот на целата година и соодветно да се упражнува со нив. Дополнително, треба да постои фонд за нови центри за да се прошири давањето услуги и да се алоцираат ресурсите и потребната поддршка (1);
- да се воспостави центар за информатичка технологија за да се креира асистивна технологија, техничка помош и инструкција за да се излезе во пресрет на различните потреби на децата со пречки во развојот, соодветно на моменталната ориентација на развој на стратегиите за образовна технологија за сите ученици во Јордан;
- воспоставување ефективен систем за поддршка на мониторингот и презметувањето во рамките на секој образовен директориум. Ова бара вклучување на соодветни дијагностички алатки, мониторинг на помошните и специјалните образовни провизори, менторирање на наставниците и организирање обуки;
- подобрување на обуката за специјалните едукатори и барање наставниците да посегнуваат курсеви и работилиници посветени на програмите за специјално образование коишто ги опфакаат најдобрите техники за учење, законите за специјално образование, соодветната интервенција и создавање ефективен ИОП за учениците со пречки во развојот. Курсната настава за поддршка на инклюзивното образование е суштинска за сите наставници;
- воспоставување локални бази на податоци коишто треба да обезбедат податоци поврзани со пречките во развојот во Краставото; олеснување на пристапот до овие ин-

children in the family, fearing that the knowledge of a disability within the family could incur difficulties in securing marriages. This belief effects access to appropriate special education and causes the provision to be even further restricted (2).
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dich vo segashnata legislativa, vo ponata-
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Conclusion

Although the special education programs in Jordan are slowly developing and their services education provided to disabled children are not currently of high quality, the kingdom has made good progress in several area and created policies to address the essential needs of children with disabilities. However, significant challenges remain related to educational, remedial, training needs for children in all disability categories (1, 6, 7, 14). Existing special education provision support is inadequate, poorly resourced, more apparent on paper than in reality, run by educators with little involvement with these children. In addition, the evidence from previous sources would also seem to suggest the prevalence of that negative rather than positive attitude towards disability. As a result special needs services tend to be special and separate.

Whilst it may not be possible to access an accurate number of disabled children in the kingdom, it is certainly possible to get a good understanding of the problems that confront them every day. New alternatives for service-delivery and effective action plans for overcoming barriers and confronting challenges are needed. This will require a change in attitudes of families and communities, family training, teacher preparation, prevention and early intervention program developments, inclusive education projects, and instructional equipment upgrading in order to achieve the wide-scale support necessary for a truly inclusive education system and society.
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