



# Children with Disabilities

Gaps, Challenges and Recommendations,  
August 2014

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# Gaps and Challenges!

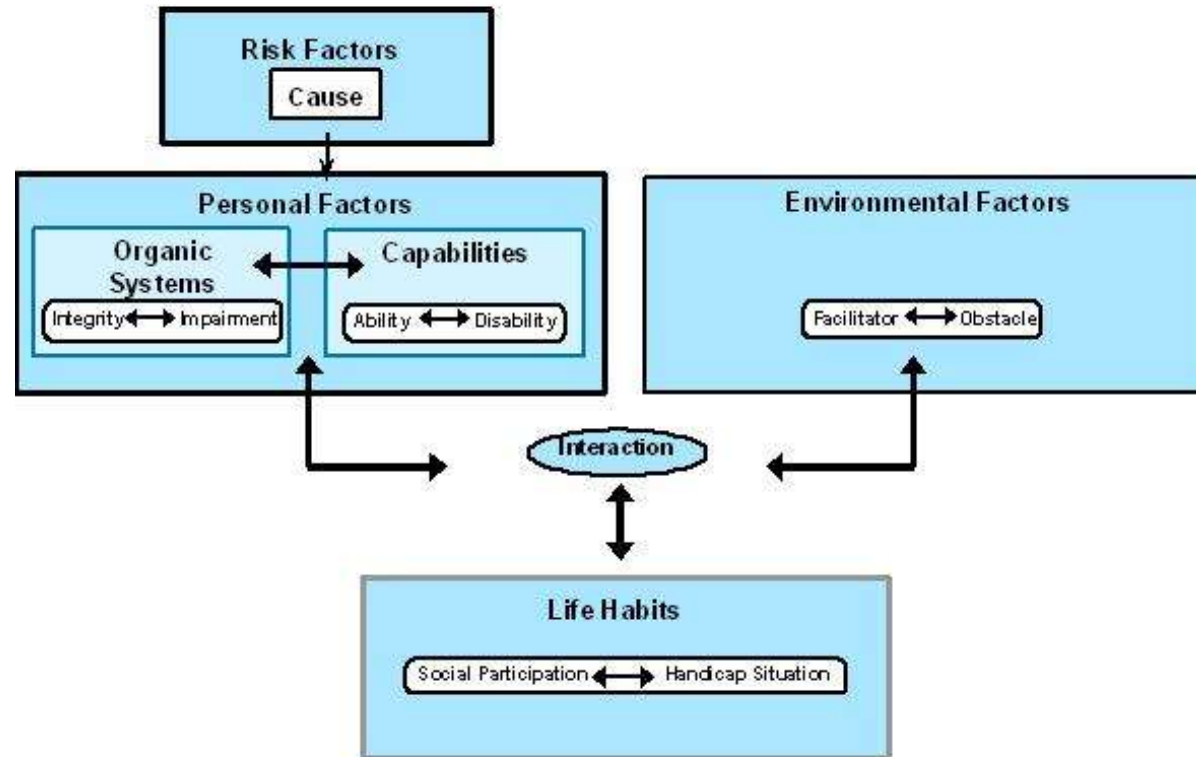
So, what are the challenges facing  
Children with Disabilities within  
the overall Syrian response in  
Jordan?

# Actual needs related to ..

Personal Factors  
– individual

Environmental –  
- Home /school

Life Habits  
- Inclusion in  
Community /  
class room



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# Sex Age Disaggregated Data

The exact number of children living with disability in the camp .....

Is it clear ?

Difficult to plan activities if no clear figures....

Not numbers but needs!

# Review of some areas of concern



# Child-friendly spaces

Some child-friendly spaces are not 'friendly' for children with disabilities:

1. Although staff have signed the Child Protection code of conduct that entails non-discrimination, so need knowledge and skills of working with children with disabilities.
2. Often difficult to find a coming way of communication
3. Games and play sessions need to be adapted for special needs of with children with disabilities.
4. Outdoor play equipment needs to be modified and designed for some children with disabilities.
5. Spaces need to be physically accessible for children with disabilities.

# Education



# Education

## Needs:

- clear vision between mainstream/inclusive or special education services
- more special education teachers in Za'atari camp
- relevant learning materials for appropriate level of child development
- accessible learning tools/equipment for children with disability



# Physical Accessibility



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Physical accessibility still remains a major concerns for CwD.

Most schools need:

- Ramps due to uneven doorways and walkways in Za'atari
- Assistive devices in toilets, wash rooms and latrines.
- Classroom seating arrangements to take into consideration space required for children with assistive devices
- Adequate lighting in classrooms or child to sit near light

# Assistive Devices



# Assistive Devices

## Needs:

- Hearing aid and visual equipment for certain children essential for communication etc. and money for batteries
- Reduction of deliver of inappropriate assistive devices (wheel chairs, hearing aids, crutches) distributed without assessment
- Provision of assistive devices especially prosthesis and orthotics without regular follow up as child grows up.
- Long term follow up on rehab programme - closely linked with education

# General Services

1. Transportation for children with disabilities to schools was identified as a gap by key humanitarian agencies and it still remains a gap. (Shadow teachers Mercy Corps for mild and moderate CwD)
2. Duplication of services and provision of poor quality wheelchairs, quality of Prosthesis and Orthotics is questionable
3. Gaps in integration of children with learning disabilities within the camp-based learning centres in Za'atari.

# Key messages

1. Understand how disability impacts a program and community so as to assist in effective planning.
2. Recognise the potential of children with a disability in their active contribution to programs at all stages.
3. Gather the variations in experiences of children living with a disability from within the community not to be omitted during planning, children and adults with a disability can be unintentionally excluded.
4. Smarter, easier, cheaper and more effective to be disability inclusive from the start.
5. Recognise unique differences and skills of children and adults with a disability as each person can respond to their disability differently and requirements of disability groups will vary.

# Recommendations – education

1. Plan services to be accessible for CwD
2. Be realistic as some children need Special classes
3. Home schooling and capacity building/ guidance for parents.
4. Ensure families with CwD have access to information regarding disability issues
5. Ensure schools for mainstream education have training in accepting CwD in their school – esp teachers and non disabled family members

# Recommendations

In the classroom

1. Communication tools – boards, basic signing
2. Sit near the blackboard – face the teacher
3. Use of contrasting colours such as yellow and black.
4. Reading stands and positioning in classroom
5. Magnifying glasses for children with visual impairments.
6. Low cost computers



# Low Cost Aids – for going to CFS or school



# Seating and Positioning



# Low Cost Aids – for children not able to go to school



# Communication for all

## MAKING COMMUNICATION BOARDS

Words above YES



Better if pointing then do not cover word

Put word even if you think the child cannot read



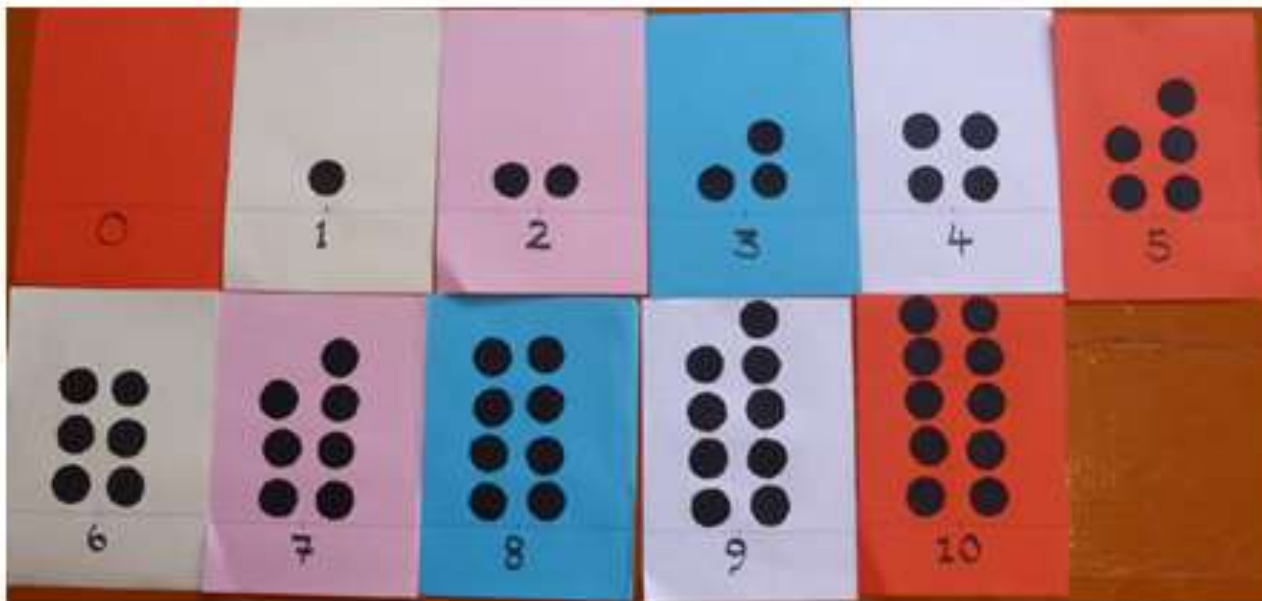
Words below NO

# Make a communication board



# Contrast – Numbers – Colours

Recognition of numbers



# Aids in the classroom



# Playing together





# Being together!

