

Attachment A: Sar Waqtha Case Study**A. Sar Waqtha Success Story¹**

The Sar Waqtha “It’s Time” campaign was founded by a group of University of Jordan students with various disabilities and without disabilities to demand the rights of students with disabilities in education on the basis of equal opportunity and equal basis with others, without any form of discrimination or exclusion; according to the principles and provisions of the Jordanian Constitution and the Convention on the Rights of Persons with Disabilities ratified by Jordan in 2008. It has resulted in concrete changes that have advanced the rights of UJ students and has served as an inspiration for university students across the Kingdom.

Students with Disabilities Claim their Rights and Create a Model of Inclusion**CHALLENGE**

Students with disabilities at the University of Jordan face numerous challenges:

- *Students with disabilities and wheelchair users have limited access to University buildings due to a limited number of ramps and long distances to main entrances of buildings; these conditions violate Jordan’s Building Code requirements for accessibility. Broken elevators limit access to lecture halls on upper floors while physical spaces (doors, halls, and laboratories), furniture (desks, tables, chairs) and the library do not accommodate their needs. In addition, many wheelchair users say they refrain from eating and drinking due to a lack of accessible bathrooms.*
- *Hearing impaired students have limited choices when it comes to picking a major due to an insufficient number of sign interpreters. Women with hearing disabilities sacrifice privacy due to the lack of female sign language interpreters.*
- *Students with visual and hearing disabilities are often unable to complete exams because they need extra time to complete answers when working through a personal assistant. These students also face challenges related to registration because advertisements are not available in Braille and they cannot access the University’s website. In addition, University curricula are not generally available in Braille and there is a lack of screen readers available to visually impaired students.*

INITIATIVE

Following a presentation on the 2012 Civil Society Status Report on Jordan’s compliance with the UN Convention on the Rights of Persons with Disabilities, students at the University of Jordan decided to join forces and take action. Over a five-month period, USAID’s Jordan Civil Society Program trained a core team of 12 youth in workshops about community organizing, media relations and strategic advocacy planning. They were also given financial and human resources to support the implementation of their campaign.

In December 2012, the team launched the campaign “Sar Waqtha” (It’s Time) on the international day of disability rights. More than 200 students joined in to demand that students with disabilities get the right to an education on an equal basis with others without discrimination or exclusion. They utilized the principles and provisions of Jordan’s Constitution and the Convention on the Rights of Persons with Disabilities (CRPD) which Jordan ratified in 2008. The President of the University pledged to reach all the demands by committing the necessary resources needed.

The Sar Waqtha Campaign demanded that:

- *the needs of students with disabilities, particularly accessibility and reasonable accommodation, are accommodated in the University of Jordan’s Strategic Plan, including its annual operational plan and budget.*
- *accessibility for students with physical disabilities to such areas as bathrooms, ramps, lecture halls, and laboratories be made, including renovating and repairing existing facilities.*

¹ *Sar Waqtha is an informal group which received in-kind support and technical assistance from the USAID Jordan Civil Society Program in 2012 due to the issue arising from the primary stakeholders themselves - students with disabilities - and their initiative to take collective action to demand their education rights.*

- reasonable accommodation for students with visual disabilities for adapted subject forms (Braille, electronic copies in "word format"), including permission to use screen readers or screen magnifiers to complete exams on their own.
- the appointment of qualified sign language interpreters for students with hearing impairments; an appropriate environment and the necessary time for deaf students to complete their exams through a sign interpreter; and the installation of signage so the hearing impaired can move freely and access university facilities across campus.

RESULTS

To date, some progress has been made; 21 bathrooms have been made accessible for wheelchair users, ramps were built so persons with disabilities using wheelchair can access buildings. Five sign language interpreters were provided as well as an accessible computer lab. The elevators were fixed and another one was installed for the Faculty of Agriculture. Accessible tables were provided for the computer labs, and audio recording bookshop for persons with visual disability. The Sar Waqtha campaign successfully convinced professors to extend exam duration with the Administration support. Building on these initial successes, the campaign is shifting gears to monitor the University's compliance and further engage the faculty and students about the rights of persons with disabilities.

Sar Waqtha actively engaged the Jordanian mainstream media to cover its campaign and used Facebook to create an added media presence (<http://www.facebook.com/SarWqthaSarWaqtha>).

B. Advocacy Support Fund Application Using Sar Waqtha Case

The Sar Waqtha case study is a concrete example that can assist applicants in understanding how to develop their video application for the Advocacy Support Fund. By reviewing the questions and answers below, applicants can better understand the importance of gathering key information to include in your video application. In addition, we encourage you to watch the video about the campaign to learn more about how this campaign successfully advocated for change that improved the lives of marginalized people in the community.

<https://www.youtube.com/watch?v=MnHnf4Mjfk0>

Advocacy Support Fund Application Questions		
Question	How	Response
What is the problem?	⇒	Students with disabilities are denied their right to education on an equal basis with others, due to lack of accessibility and reasonable accommodations.
What is the right that is being violated?	⇒	The right to education on an equal basis with others without any form of discrimination or exclusion, based on Jordanian Government's adoption of the National Strategy for Persons with Disabilities 2007-2015 and Issuance of the Rights of Persons with Disabilities Act No. 31 of 2007 and amended Constitution (2012) which responded to its international mandate as a signatory to the Convention on the Rights of People with Disabilities - Article 24; and the Universal Declaration of Human Rights - Article 26)
Who is suffering from this problem?	⇒	Students with disabilities (including visual, hearing and physical disabilities)
How is the right being violated and by whom?	⇒	The University of Jordan failed to provide the infrastructure and other necessary supports for students with disabilities to gain an education that is fair and equal to others.
How are people being prevented from accessing their right?	⇒	The lack of reasonable accommodation for students with disabilities to gain education including: <ul style="list-style-type: none"> ▪ The lack of infrastructure support such as working elevators and ramps to access buildings and classrooms as per the national building code

Advocacy Support Fund Application Questions		
Question	How	Response
		<ul style="list-style-type: none"> ▪ The lack of toilets equipped for the physical disabilities ▪ The lack of appropriate materials for learning, such as course work provided in braille ▪ The lack of other reasonable accommodation for students with hearing disability such as sign language interpreters ▪ The lack of environmental and information technology facilities (ex. accessible computer labs) resulting in a limitation of the courses available to students with disabilities ▪ The lack of adequate time allotments for completing exams.
When is the violation taking place?	⇒	Whenever a person with a disability is enrolled at an educational institution and specifically at the University of Jordan
Where is the problem taking place?	⇒	At educational facilities and specifically at the University of Jordan
Why does this reason occur?	⇒	The University of Jordan had not taken the mandated steps required by law to provide accessibility and reasonable accommodation for students with disabilities to access their right to education. Until this campaign, there had been no attention on this lack of access and no demand to address the violation of this right for people with disabilities.
Why is this a community priority?	⇒	Students with disabilities at the University of Jordan identified how the barriers they faced related to their various disabilities and impacted their ability to access their right to education. These barriers not only impacted their right to education but limit their career choices and future life and work opportunities.
What change do you want to make through this project?	⇒	Students with disabilities have the right to education on an equal basis with others, without any form of discrimination or exclusion
What actions will you take to achieve this change?	⇒	Engaging students with disabilities, other students, teachers, parents, interpreters, and journalists supporting students with disabilities in order to present legally based demands for accessibility and reasonable accommodation to the University of Jordan administrators to take actions that address the demands.
How will you engage marginalized groups in this effort?	⇒	The identification of the barriers to education arose directly from students with disabilities themselves. Other students and members of the broader community are engaged in the development of collective action and support for the demands to address the problem.
Who is working on the problem already and how will you engage them?	⇒	No one had taken up this issue regarding education rights of people with disabilities prior to the group of students with disabilities raising the issue themselves.
What is your organization? Why should we fund you and not someone else?	⇒	This campaign was not initiated by a formal organization. Students with disabilities, other students and members of the broader community who were supportive of their cause formed the group "Sar Waqtha" in order to advocate for their right to education through addressing demands for accessibility and reasonable accommodation.

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