A SUGGESTED EVALUATION MODEL FOR DISABILITY SERVICES AT HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The purpose of this research was to systemically evaluate the services provided for students with disabilities at post-secondary institutions and suggest an evaluation model to attain a reasonable level of services. The evaluation model was based on the general guidelines of the convention on the rights of persons with disabilities (CRPD) in the educational field. We have reviewed previous studies that present the eality of services provided to students with disabilities in many universities in the middle east to recognize and identify the obstacles and problems faced by students with disabilities. These inaccessible environments cause activity limitation, participation restriction, deterioration in quality of education, increase dependency on others for assistance, and decrease quality of services. Evaluation form for services provided to students with disabilities in institutions of higher education was then proposed. This evaluation is to ensure that provided services, such as health, social, academic, economic and recreational services, are available in a manner that is appropriate to the needs of students with disabilities and complies with the united nations convention on the rights of persons with disabilities.

KEYWORDS: Accessible Built Environment, Education for all, Disabled Education, Higher Education, Accessible Education.

1. INTRODUCTION

Education, in general, is considered the first step in the development and prosperity of nations. The importance of education in life is reflected in the cultural, social and national values of the citizen. Education ensures the process of understanding the rights and duties that all citizens must realize. It also provides them with an opportunity for participating in employment and other areas of social activity and thus leading to the production of good citizens.

As it seems, many universities and colleges that have integrated students with disabilities were not equipped with the resources and services needed by disabled students who enrolled, indicating that the needs of these students were not taken into account when designing the facilities of these universities and colleges (Maajeeny et al., 2009). This may result in the withdrawal or failure of many disabled students after enrolling in universities either as a result of structural obstacles that restrict their movements or inappropriate teaching and evaluation procedures that do not take into account their needs or because of the negative attitude and inappropriate treatment they receive from some university employees.

2. RESEARCH PROBLEM

Gulf Cooperation Council (GCC) member countries established many of institutions and put laws and regulations to ensure the rights of people with disabilities and to comply with the united nation convention on the rights of persons with disabilities (CRPD). Among their main concerns are the issue of human rights in GCC in general, and the rights of people with disabilities. The most important of these rights for those are the right to free public education, the right to higher education, the allocation of suitable places for them, the right to use public facilities, the right to work, the right to healthcare, etc.

Despite all the campaigns and support provided to people with disabilities from many individuals and institutions in GCC, the lack of awareness of what is required towards people with disabilities continues to impair them from getting proper higher education.

We wanted to develop an evaluation model that higher education institutions can follow to ensure that their accessibility services are in accordance with international norms, especially with CRPD.

3. RESEARCH OBJECTIVE

The objective of this study is to present to higher institutions administrators an evaluation form that can be used to evaluate performance across the universities with regard to the services provided to students with disabilities. This form shall covers all aspects of higher education such as admission, housing, assistive technology, financial services, library services, support services, etc.

4. IMPORTANCE OF THE RESEARCH

After the declaration of the International Convention on the Rights of Persons with Disabilities, which came into force in May 2008, and its ratification by Arab countries in the Middle East, the inclusion of disabled students in university education has become a legitimate right in law.

This assessment tool, therefore, enables management to identify the deficiencies in the provision of services for disabled students and facilitates the implementation of CRPD.

5. LITERATURE REVIEW

The Committee for the follow-up of the affairs of students with disabilities in educational institutions in the Gulf Cooperation Council countries which held its first meeting in Riyadh (26/05/2007) stipulated that Post-secondary education for students with disabilities is one of their essential rights, thus universities and institutions of higher education must adapt their educational environment to include this category of society.

A number of previous researches and studies in the field of evaluation of services provided to students with disabilities at education institutions in Arab countries in the middle east have been reviewed by reviewing periodicals, abstracts of dissertations, and searching the information network. The researchers found lack of studies related to the evaluation of services provided to students with disabilities at higher education institutions in those countries, which all of them dealt with surveys for the quality of disabled student's education programs and services in general. Some of these studies that have been reviewed as follows:

(Maajeeny et al., 2009): the study aimed to know the reality of students with disabilities in universities and institutions of higher education in the Gulf Cooperation Council (GCC) countries. this is in terms of the number of admissions, the rules and regulations governing their admission, provided care and services, propose future plans to expand the number of admissions and ways to improve the provided services. The study sample consisted of 80

students. The results of the study showed that the number of students with disabilities in the universities of the GCC countries was very small and also showed that most of those accepted are categories of gifted students and of physical, auditory and visual disabled students. Types of people with disabilities, such as learning disabilities, people with autism or multiple disabilities are rarely accepted.

(Al-Louzi and Al-Maany, 2003): the study focused on the characteristics of students with disabilities in the University of Jordan, who numbered about 134 students in the academic year 2002/2003. Where the study's aim was to collect data on disabled students to ascertain the readiness of Jordanian universities to receive and serve students with disabilities. The sample was about 81 and the questionnaire was used as a means of collecting the data. The results showed that there is no clear and advanced data collection system in Jordanian universities except for the University of Jordan. The results also showed that the number of students with disabilities enrolled at the University of Jordan is very little compared to the number of normal students and it seems that admission procedures in universities play a role in this regard. Disabled students spread out over 14 out of 15 colleges and most of them are concentrated in humanitarian and social colleges. The researchers faced a problem of restriction and identification of students who are not identified in the admission and registration forms at Jordanian universities, which is also common in most Arabian universities.

(Alayed et al., 2012): This study deals with the problems faced by students with disabilities at Taif University. The study population was represented by students with disabilities at Taif University. The sample of the study was 17 students (9 females, 8 males) from Taif University, 5 of them with a mobility disability, 3 with hearing impairment, 9 with visual impairment, and distributed to three faculties which are education, literature and administrative sciences. A questionnaire of 80 subjects distributed over six dimensions was used to identify the problems facing students with disabilities at Taif University. The following results were obtained:

1. One of the most problematic dimensions for the disabled is the third dimension, which is the economic problems, followed by the second dimension, which is the administrative problems and then the sixth dimension, which is transport and communications. One of the least problematic dimensions for the disabled is the fifth, which is psychological problems.

2. The problems faced by students with disabilities do not vary according to their educational level.

3. There are no statistically significant differences in the problems faced by students with disabilities according to their specialization.

4. The problems do not vary depending on the severity of the disability.

5. Males have a higher degree of problems than females.

6. There were no differences in problems between groups depending on the type of disability.

(Masa'deh, 1990): the study aimed to identify the problems faced by blind students in Jordanian universities. The study sample consisted of 55 students with disabilities from all Jordanian universities. The study used the descriptive method to describe the phenomenon and monitor the reality and analysis. The results of the study found that the problems suffered by students with disabilities in the universities were ranked descending according to the average frequency as follows: the field of service, future, health, social, academic, economic and psychological. The study found that the most prominent problems faced by students with disabilities in the field of services are: transportation, elevators, stairs, equipment and materials, and in the future field: the lack of clarity of vision for the disabled student after graduating from the university and the functional areas suitable for him, and in the social relationship with his colleagues and ordinary peers and the obstacles in spending on his daily needs and life necessities. And the study developed a proposed vision of the problems faced by students with disabilities in Jordanian universities.

(Al-Salem, 2003): The study aimed to identify the reality of libraries of the blind in the Kingdom of Saudi Arabia. The researcher studied eight libraries for the blind in the Kingdom of Saudi Arabia to find out the current situation and the difficulties blind students faced at these libraries and knowledge of the behaviour of searching for information sources by the blind students in order to develop the current status of these libraries which represented in the libraries of The Institutes of Light for boys and the Central Library of Riyadh. The study relied on the questionnaire as the main tool for collecting data alongside observations, interviews and field visits. The study revealed that the vast majority of users resort to the use of printed materials in Braille, and the vast majority who are dissatisfied with the services provided because of the weakness of the use of modern technology in information services and access. The study also revealed that there are no programs to train employees in the

provision of information services to this category of beneficiaries. There are a number of reasons behind the weak of information services provided to the blind, especially lack of capacity and equipment, insufficient budget, weak investment of modern technology, lack of the library's media programs, and the insufficiency of books produced specifically for this category.

(Al-Kashrami, 2011): the goal of this study is to determine the effectiveness of the support programs offered to students with disabilities at King Saud University in Riyadh to improve the chances of success of their social and academic inclusion. This was done by surveying the disabled students enrolled at the university to figure out the reality of the inclusion process and developing the services provided to these students. The researcher selected a sample of disabled male and female students (85) who are enrolled at King Saud University form the category of visual and physical disability, and who receive support services within the university to know their opinions about the university support services and their impact in facilitating their social and academic inclusion in the university through applying a questionnaire prepared by the researcher to achieve the study objective. The physically, academic and support facilities provided by the special needs programs of the university were considered in the study form. The researcher also inquired about the role of support centers for students with special needs in the university through a data collection form sent to the centers to identify opportunities and the possibility of integrating and providing appropriate support services to other groups with disabilities who are not enrolled. The results of this study showed that despite the efforts made at the University's support centers, many students with disabilities face difficulties in managing their social and educational affairs at the university.

(Johary, 2009): the study aimed to identify the reality of information services provided to students with disabilities at King Abdul Aziz University and how to benefit from them and the quality of their performance and develop proposals to improve the quality of current services' performance. The study used the case study methodology with the use of some tools including direct observations and field visits and interview. The study found that 100% of students with visual disabilities do not come to the university library, and 56% said that the information center's location was inappropriate, and 65% said that the furniture available in the center is not suitable. The Braille printing service recorded the most frequently required services by 100% of the students. The study recommended the need to re-establish a center

with special specifications, the need to provide trained information specialists, and the need for permanent training for the center's specialists.

(Al-Dowayesh, 2011): the aim of the research is to identify the reality of the center of services for people with special needs at the Imam Muhammad bin Saud Islamic University and also to identify the obstacles that face the center which limit the provision of services to students with special needs and to present proposals that contribute to development the center. The study society consisted of all department directors in the Deanship of Student Affairs and the directors of student affairs in the faculties where there were (24) directors, and all the students with special needs in the university where there were number (80) students. The researcher prepared a questionnaire to measure the reality of the center, identify the obstacles that limit the provision of the center services, in addition to making proposals for the development of the center. The results of the study showed that there were statistically significant differences between the repetitions of the responses of the sample members of the study sample from the department directors in favor of the response (strongly agreed) - the absent of specialists to follow up students with special needs. There are statistically significant differences between the repetitions of the responses of the sample members of the study from the directors of the departments in favor of the response (strongly agreed), in most of the expressions of the proposals that contribute to the development of the center of services for students with special needs at Imam Muhammad bin Saud Islamic University. The study recommended designing suitable headquarters in the middle of the faculties of the university, taking into account the ease of access to the headquarters, with the availability of supporting services such as: parking lots, signs, waiting areas and providing the service center for student with special needs with supervisors specialized in all disabilities such as hearing, visual and physical disabilities in order to provide appropriate care for these categories, in addition to holding educational and awareness courses for university employees and their staff to know the nature of students with special needs, and how to communicate with them.

6. RESULTS AND DISCUSSION

Through the previous studies, it can be noted that the previous studies varied in their objectives in terms of definition and identification of problems and obstacles faced by students with disabilities, in terms of evaluation of support services provided to them, or in terms of finding solutions to problems in a number of Arabian universities. We also note that

the studies are also varied in the study methodology. Some of them used the case study methodology with a variety in the use of tools such as direct observation, the questionnaire, and the interview, and others used the descriptive and analytical approach.

The present study has benefited from previous studies in identifying the problems and obstacles faced by students with disabilities in Arabian universities in the middle east, in identifying the supporting services, methods and teaching methods offered to students and in the knowledge of legislation and laws that guarantee disabled student's rights in universities and higher educational institutions. The disadvantages and difficulties faced by students with disabilities at universities mentioned in previous studies can be summarized in Table 1.

Table 1: Summary of Analyzed Research.

The study	The results
Maajeeny et al., 2009	The number of disabled students in the universities of the GCC countries was very small. Types of people with disabilities, such as learning disabilities, people with autism or multiple disabilities are rarely accepted.
Al-Louzi and Al-Maany, 2003	There is no clear and advanced data collection system in Jordanian universities except for the University of Jordan. The number of students with disabilities enrolled at the University of Jordan is very little and admission procedures in universities play a role in this regard. Disabled students spread out over 14 out of 15 colleges and most of them are concentrated in humanitarian and social colleges. Disabled students are not identified in the admission and registration forms at Jordanian universities, which is also common in most Arabian universities.
Alayed et al., 2012	The economic problems is one of the most problematic dimensions for the disabled followed by the administrative problems, and then transport and communications. Psychological problems is one of the least problematic dimensions for the disabled. The problems faced by students with disabilities do not vary according to their educational level, on the severity of the disability, and on the type of disability. Males have a higher degree of problems than females.
Masa'deh, 1990	The problems suffered by disabled students in the universities were ranked descending as follows: the field of service, future, health, social, academic, economic and psychological. The most prominent problems in the field of services are: transportation, elevators, stairs, equipment and materials. The most prominent problems in the future field are: the lack of clarity of vision for the disabled student after graduating and the functional areas suitable for him. The problem in the social relationship with his colleagues and

	ordinary peers and the obstacles in spending on his daily needs and life necessities.
Al-Salem, 2003	The weakness of the use of modern technology in information services and access in the libraries. There are no programs to train employees in the provision of information services to this category of beneficiaries. lack of capacity and equipment, insufficient budget, weak investment of modern technology, the library's media programs, and the insufficiency of books produced specifically for this category.
Al-Kashrami, 2011	Students with disabilities are not satisfied with the buildings inside the university, especially with regard to the area of corridors and the preparation of classrooms and public places. A fundamental weakness in academic services, where teaching methods are inconsistent with the needs and requirements of students. Teaching staff do not offer academic facilities as granting extra time when testing or allowing lecture recording. Weakness in the positive interaction between disabled students and public activities at the university. Lack of students' knowledge of their rights at the university as their financial rights.
Johary, 2009	100% of students with visual disabilities do not come to the university library. 56% of students said that the information center's location was inappropriate. 65% of students said that the furniture available in the center is not suitable. The Braille printing service recorded the most frequently required services by 100% of the students. The study recommended the need to re-establish a center with special specifications, the need to provide trained information specialists, and the need for permanent training for the center's specialists.
Al-Dowayesh, 2011	A lack of specialists to follow up students with special needs. There is urgent need for the development of the centre of services for students with disabilities at Imam Muhammad bin Saud Islamic University.

Analyzing the above research resulted in the following major categories that could provide key improvement for services for students with disabilities:

1. Registration and Admission
2. Assistive Technologies
3. Support Services
4. Financial Service
5. Environmental Accessibility

6. University Accommodation

7. Educational Services

8. Student Activities

9. Information Services and Communication Methods

10. Library Services

11. Healthcare and Emergency

Within each category we have comprised many questions to cover all aspects of that category. For example for the category on information services and communication methods, the following question were generated to cover all aspects of that category:

1. Can you provide an example of interacting with students, employees with disabilities or even specialists and benefiting from their opinions and experiences?

2. Can you give your best example of using a variety of ways to inform students with disabilities of dates (registration, addition, deletion, transfer, etc.) suitable for different disabilities?

3. Can you give your best example of providing different means of communication suitable for people with different disabilities?

4. Can you provide your best example of interaction and speed of response to queries from persons with disabilities about the registration mechanism?

The model also present examples and explain all of the questions in order for the responsible party to provide accurate feedback about their organization. For example, for question number 2 above about ways to communicate with disabled students, the questioner give examples to answer that question "Examples can include online and voice ads on the higher education institution's website, SMS, e-mails, audio or read messages through social media programs, etc. See Appendix 1 for the complete model.

The current study differs from the previous studies in that it suggests an evaluation model that checks the presence of the services and the supervisors of those services to achieve the objectives of the education policy and following the recommendations of the Gulf Cooperation Council. These recommendations stipulates that it is necessary to establish special offices and units in which the specialists in the affairs of people with disabilities are working in and they have to follow up accepted students and facilitate the procedures for admission and registration and, furthermore, they have to work on the preparation of all conditions suitable for their education and adaptation within the university environment.

7. CONCLUSION

Education environments can either disable students with health problems or foster their inclusion and participation in academic life. Removing basic environmental barriers, addressing negative attitudes, improving access to buildings, transportation, and information and communication, and provide appropriate services contributes to creating an enabling environment which benefits not only disabled students but also nondisabled students.

Many universities and colleges that we have mentioned in the literature survey were not equipped with the resources and services needed for disabled students. This indicates that the needs of these students were not taken into account when designing the facilities of these universities and colleges. Therefore, there is an urgent need to propose an evaluation model which evaluates the services provided and accessibility in higher education institutions to facilitate the identification of performance deficiencies and enhance building a "culture of accessibility". This study proposes an evaluation model to evaluate the services provided to students with disabilities in higher education institutions in the Arab countries in the Middle East.

In addition to the legal right to accessibility, higher education institutions need to adopt appropriate legislation, develop policies, provide adequate funding to implementation, modify curriculum and pedagogy, remove physical barriers, eliminate attitudinal barriers, provide assistive devices and technologies, offer adequate training for students, teachers, and workers with special needs. All these measures contribute to the continuation of disabled students and motivating them to complete their degree programs successfully. This research provides a tool to help evaluate and assess universities' performance toward students with disabilities. This tool will help to ensure that administrative, educational, sports, health, and recreational services are provided to disabled students appropriately.

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APPENDIX A

Registration and Admission	
You facilitate admission procedures for persons with disabilities, make adjustments necessary for various disabilities, improve inclusion, and identify disabled students.	
Can you provide the best example of college preparation programs for disabled students before enrolling in higher institutions? College preparation programs of students with disabilities facilitate their adaptation to the universities or higher education institutions but are not sufficient to ensure their successful inclusion. Example: There is coordination between the Deanship of Admission and Special Needs Centers of the university with the authorities responsible for special education in the Ministry of Education that teach students with disabilities in secondary schools.	Yes / No / Not applicable
Can you give an example that you have a system of information collection and identifying persons with disabilities in the admission and registration process? It is important to have a system and mechanism for collecting information related to enrolled disabled students so as to facilitate the follow-up of students, provide educational and rehabilitation services for them and conduct and promote research and development. For example, a system for a list of students with disabilities, information on the type of disability, the year of enrolment, etc. and may include a screen image of the system.	Yes / No / Not applicable
Can you provide the best example of admission criteria that are compatible with the status of persons with disabilities? Some applicants with disabilities may find it difficult to meet certain conditions but they are still able to study and learn. For example, they are exempt from the age requirement, or some tests. Examples may include a copy of letters, mailings, or legal regulations that include setting appropriate criteria for admission of students with disabilities.	Yes / No / Not applicable
Can you provide your best example of Deanship of Admission and Registration staff receiving training in how to deal with people with disabilities? To ensure ease of dealing and understanding the needs of persons with disabilities, staff in the Deanship of Admission and Registration must be trained on the way to deal with and serve the disabled people at the optimum level. The example could include training courses, workshops to train staff in sign language and other matters related to persons with disabilities, or even hiring specialists if necessary.	Yes / No / Not applicable

Assistive Technologies	
You provide tools, devices, and products that are ready, modified or tailored to the person's needs in order to raise, improve or maintain the level of performance capabilities of persons with disabilities.	
Can you provide the best example of easy-to-implement registration procedures for people with disabilities? It is important that the registration mechanism be easy and available in a variety of ways to suit different disabilities. For example, in electronic registration, make sure that the site is available to people with disabilities, especially those who use the screen reader, or you have a touch screen in the admissions and registration deanship that enables people to	Yes / No / Not applicable

resize the font, braille screen, and so on.	
Can you provide your best example of the presence of assistive technology for students with disabilities in the classroom? Assistive technology plays a key role in the teaching of all students, whether they are disabled or other ordinary students. It helps students overcome many obstacles, facilitates their social communication and improves their ability to absorb and apply everyday life skills. Examples can include speakers, assistive listening devices audio, large-print materials, screen readers, and magnification equipment, etc.	Yes / No / Not applicable
Can you give your best example of the availability of registered lectures or allow disabled students to register during the lecture? Students with hearing, visual disabilities or learning disabilities may need to record the lecture and discussions in the classroom for full information or to be allowed to bring their own recording tools. Examples may include lectures recorded on a blackboard, lectures uploaded on the Higher institution website or letters and instructions that allow students to record the lecture.	Yes / No / Not applicable
Can you give your best example of the clarity of the study plan for disabled students and it is presented in a clear way that is appropriate for different disabilities? Most students with disabilities suffer from a lack of clarity in the study plan. This may cause them to stumble, or delay, so it is important to present the study plan in ways that suit different disabilities and should it be clear. Examples may include Braille-printed study plans or electronic copies that can be listened to by the blind, whether uploaded on the higher education institution's website or posted by mail.	Yes / No / Not applicable

Support Services Persons with disabilities have access to academic, social, health and administrative services that facilitate the educational process and overcome the obstacles and difficulties they face in their daily lives.	
Can you provide an example of a special needs center in your higher institution? The example may include a screen image of the definition of the role of the center on the site of your higher educational institution.	Yes / No / Not applicable
Can you provide the best example of raising awareness among students of the importance of the role of Academic Guidance Unit in providing assistance and guidance to students? Lack of awareness of the importance of academic guidance in helping and guiding students with disabilities makes most students do not care about visiting the Academic Guidance Unit, which reduces its role and impact and efficiency Examples may include an article on the website of the university or higher educational institution, through emails, seminars, or introductory meetings, etc.	Yes / No / Not applicable
Can you give an example of the availability of sufficient staff and students supporting disabled students? Students with developmental or auditory impairment, motor impairment or learning disabilities may need help with writing a lecture or content. There is no doubt that providing the author of notes or allowing audio recording during the lecture gives access to the course information that may not be for the student without these facilities. Students are preferred to manage these facilities themselves, but for many reasons, the higher educational institution can be	Yes / No / Not applicable

responsible for helping the student to select a volunteer to take notes or for making the lecture information ready. An example can include a statistic of the number of students with disabilities and the number of staff and students supporting them.	
Can you give your best example of offering sign language courses to volunteer students within the higher educational institution to provide enough translators for deaf students? Sign language education contributes to the provision of a sufficient number of supporters to facilitate the educational process for members of this group, thus enhancing their abilities and absorption. Examples can include training courses, workshops and other training methods for students.	Yes / No / Not applicable

Financial Service
Persons with disabilities can know all their financial rights. And you are facilitating the application procedures for the reward, loan and subsidy.

Can you give your best example of educating students with disabilities about their financial rights? Students with disabilities often complain that they do not know their financial entitlements of various kinds of monthly rewards, allowances, privileges, so it is important to educate students about financial aspects from the beginning of their enrollment in the university. Examples can include a visual, audible, Braille-printed Brochure, and so on.	Yes / No / Not applicable
Can you provide an example of giving allowances to students with disabilities such as a reader allowance, disability allowance, and so on? Blind persons need to pay the reader this means increasing the burden of expenses on them so it is important to provide allowances for disabled students. Examples may include a copy of regulation in the remuneration department or letters and emails in this regard.	Yes / No / Not applicable
Can you provide the best example of receiving complaints from students with disabilities and responding to those complaints? Registering and responding to student complaints enables you to demonstrate your commitment to providing services and facilities to students with disabilities as a legitimate right. Examples may include a registered complaint from a student with disabilities and response to them, or correspondence relating to a complaint from a student.	Yes / No / Not applicable
Can you give your best example of reward management personnel who receive training in how to deal with students with disabilities? In order to ensure that the needs of students with disabilities are easily addressed and understood, the reward management staff must be trained in how to handle and service the disabled at the optimum level. The example could include training courses, workshops to train staff in sign language and other issues related to people with disabilities, or even hiring professionals if necessary.	Yes / No / Not applicable

Environmental Accessibility
You are keen on the appropriateness of the buildings, halls, corridors and all the facilities of the higher educational institution for people with various disabilities and provide parking services and means of transportation inside and outside the higher educational institution buildings and you are making the necessary adjustments where needed.

Can you give your best example of a review of the environmental accessibility of the Higher Education Institution? Some students with disabilities have difficulty accessing buildings, which causes them to be absent and their educational level deteriorates, so it is necessary to review the accessibility. Examples include details of the review process for access to classrooms, laboratories, toilets and handwashing facilities, etc., with the need to mention the committee or the competent authority that conducts this review.	Yes / No / Not applicable
Can you give an example of the availability of disabled parking around the buildings of the higher education institution? Private parking for people with disabilities is easy to access, taking into account the parking space is wide and close to the ramps and entrances. Examples may include parking spaces designed to provide universal access to persons with disabilities.	Yes / No / Not applicable
Can you provide your best example of removing an obstacle or barrier for people with disabilities in the facilities of the higher education institution? If you cannot remove obstacles, strategies or adjustments should be made to overcome them. Examples may include physical modifications for a disabled person and may include installing ramps for a person with motor disabilities or a flashing alarm for a deaf person.	Yes / No / Not applicable
Can you provide an example of a special means of transportation within and outside the higher educational institution buildings for persons with disabilities? It is necessary to provide means of transportation inside and outside the educational institution for people with physical disabilities, such as private vehicles for the transportation of students from the university to accommodation and also for transportation within the university buildings. Examples may include vehicles equipped for transportation of persons with motor disabilities or in-university transport vehicles equipped for persons with disabilities.	Yes / No / Not applicable

University Accommodation You facilitate accommodation for persons with disabilities and provide rooms equipped to suit their needs, and you make the necessary adjustments that suit the different disabilities.	
Can you give your best example of rooms that suit the needs of people with disabilities? When you consider the needs of persons with disabilities from the outset, you allocate rooms that fit the different needs of persons with disabilities, which in turn reflects your commitment to a disability, as well as reduces the need for any potential, high-cost adjustments later Examples include the widening and suitability of entrances for wheelchair passage for motor disabilities, installing appropriate toilets and handwashing facilities, the modification of corridors and installing ramps.	Yes / No / Not applicable
Can you give your best example of staff receiving training in how to deal with people with disabilities? To ensure that the needs of students with disabilities are easily addressed and understood, staff must be trained to provide services for the disabled optimally. The example may be training courses for sign language or, if necessary, hiring specialists, as well as training them on how to deal with people with disabilities and understand and meet their needs.	Yes / No / Not applicable

Can you provide the best example of the existence of a follow-up committee that checks the situation of students with disabilities in their rooms, know their conditions, and receive their complaints? Persons with disabilities are often targeted for exploitation or violence because they are unable to protect themselves and because they do not disclose violence because of their limited ability to communicate and talk to others, so it is important to have a specialized follow-up committee. Examples can include periodic reports, a schedule for periodic visits of the Committee or complaints from persons with disabilities.	Yes / No / Not applicable
Can you give your best example of accommodation awareness, guidance and security programs? Awareness programs and security guidance on safety procedures, crisis management and disasters and how to evacuate persons with disabilities from buildings in case of emergency must be provided. Examples may include a schedule of Awareness programs in accommodation and field visits of security and safety authorities.	Yes / No / Not applicable

Educational Services You show appreciation and respect for students with disabilities and put them on an equal footing with their counterpart, and you use various teaching methods to communicate information.	
Can you provide your best example of offering Braille writing and reading courses for the blind? Educating the blind to write and read in Braille contributes to their self-reliance and enhances their sense of confidence, thus facilitating their effective integration and contribution to society. Examples may include training courses, workshops and other training methods.	Yes / No / Not applicable
Can you give your best example of providing courses for faculty members on how to deal with people with different disabilities? Information acquisition and acquiring knowledge depends mainly on the method of the teacher and his dealings with his students, so if the teacher cannot understand the abilities of the student, he will not be able to communicate the information to him optimally. Examples could include training courses, workshops and other training methods for faculty members.	Yes / No / Not applicable
Can you give the best example of faculty members who have been provided with information about a student's disability and the nature of the facilities proposed? It is important to provide faculty members with letters explaining the type of student disability and the proposed facilities while maintaining the confidentiality of this information . Examples may include letters, e-mails, etc.	Yes / No / Not applicable
Can you give your best example of providing basic references or courses for students with disabilities? Students with learning or attention difficulties may not be able to access all the necessary information during the lecture or review the required material. However, printed copies should be distributed to students, put in the library, or e-mailed to students with disabilities. An example may include e-mail correspondence with the person or images from electronic copies available on the Blackboard or on the Braille-printed list of books relating to the course.	Yes / No / Not applicable

Student Activities	
Persons with disabilities can participate in various activities that enable them to realize themselves, demonstrate their abilities and build social relationships, and you also make sure that these activities are used to promote inclusion in society.	
Can you give your best example of promoting and encouraging the participation of students with disabilities in public sports activities? As article 30 of the Convention on the Rights of Persons with Disabilities stipulates that "the participation of persons with disabilities, to the fullest extent possible, in mainstream sporting activities at all levels shall be encouraged and promoted." Examples could include the promotion of campaigns to raise awareness among all groups of the importance of an active healthy lifestyle. It develops a strategy to address priority groups whose activity rate is significantly lower or at greater risk from diseases related to lack of exercise.	Yes / No / Not applicable
Can you provide your best example of collaborating with students with disabilities to assess the use of sports equipment available in the gym? Providing and evaluating sports equipment and devices through the participation of persons with disabilities helps to ensure that everyone can benefit from such sports equipment and devices. Examples may include information from persons with disabilities or from a study in this regard, etc.	Yes / No / Not applicable
Can you give the best example of student activity, whether theatrical, handicraft, etc., provided by students with disabilities? Allowing students with disabilities to participate in such activities contributes to gain knowledge and skills and develop their talents and creativity in various fields to be scientifically and intellectually qualified to serve the country The example may include an advertisement for a play or pictures of performances and talents presented by students with disabilities.	Yes / No / Not applicable
Can you give the best example of an activity that has been adjusted to appropriate with the ability of a disabled person? Some students with disabilities may find it difficult to participate in some activities but they are still able to participate in them if given the opportunity and appropriate facilities. An example may include a cooking competition that is equipped with a table and stove at a height suitable for a person who is mobility disability and may also include e-mails or letters containing edited activity.	Yes / No / Not applicable

Information Services and Communication Methods	
You communicate with students with disabilities with appropriate ways which suit their type of disability and you are also keen to respond quickly to their questions and inquiries.	
Can you provide an example of interacting with students, employees with disabilities or even specialists and benefiting from their opinions and experiences? Dealing directly with people with disabilities or their representatives is the most effective way of knowing their opinions, touching their needs and benefiting from their experiences. An example includes an invitation to attend a meeting, workshops, training sessions or survey results for persons with disabilities.	Yes / No / Not applicable
Can you give your best example of using a variety of ways to inform students with disabilities of dates (registration, addition, deletion, transfer, etc.) suitable	Yes / No / Not

for different disabilities? Examples can include online and voice ads on the higher education institution's website, SMS, e-mails, audio or read messages through social media programs, etc.	applicable
Can you give your best example of providing different means of communication suitable for people with different disabilities? People with disabilities may have difficulty using public communication methods, for example, visually impaired people do not have access to your website as well as deaf people cannot contact you by phone. Examples may include people with disabilities using their preferred means of communication.	Yes / No / Not applicable
Can you provide your best example of interaction and speed of response to queries from persons with disabilities about the registration mechanism? It is necessary to have channels of communication to answer the queries of students with disabilities characterized by the presence of specialized staff in dealing with various disabilities. The example includes answering some admission and registration queries for students with disabilities.	Yes / No / Not applicable

Library Services People with disabilities can visit the library and benefit from its services. You also make the necessary adjustments for people, provide the right devices for their needs.	
Can you give your best example of removing an obstacle to the library's use of a person with disabilities? If you cannot remove obstacles, strategies should be developed or modified to overcome these barriers. Examples may include physical adjustments for a person with a disability and may include the creation of a ramp for a person with motor impairment, library shelves of appropriate height, or Braille guidelines for a blind person.	Yes / No / Not applicable
Can you give your best example of library staff receiving training in dealing with students with disabilities and understanding their needs? To ensure ease of dealing and understanding of the needs of students with disabilities staff must be trained in the library to provide library services for people with disabilities in an optimal manner. The example may be training staff in sign language or using specialists if necessary, as well as training them in the use of devices and assistive devices used by persons with disabilities.	Yes / No / Not applicable
Can you give your best example of the availability of devices and tools suitable for people with disabilities? To achieve the principle of equal opportunities, it is necessary to provide equal access for persons with disabilities to library, programs and information services by providing devices and tools suit with the type of disability. Examples include the provision of Braille printers or scanners with audio extractor or the provision of closed-circuit television to enlarge text and images or reading tables, especially for the physically disabled.	Yes / No / Not applicable
Can you give your best example of the ease of searching using computers designed to suit the nature of disability? Examples may include the provision of a visual program or a braille mouse.	Yes / No / Not applicable

Healthcare and Emergency People with disabilities have access to equipment and medical care and you are also conducting disability awareness campaigns and how to detect and deal with it.	
Can you give your best example of conducting medical campaigns or providing a health center to detect hidden disabilities? Some people may suffer from invisible disabilities that are difficult for others to perceive or recognize, such as students with cognitive impairment, attention deficit disorder, attention deficit hyperactivity disorder, and others. Examples include awareness-setting medical campaigns or publications on the website of the university or higher educational institution, or the establishment of health offices to detect disability.	Yes / No / Not applicable
Can you give your best example of providing medical equipment for students with disabilities? Examples can include the free dispensing of prosthetic devices such as individual hearing aids for the hearing impaired, as well as optical aids of all kinds for the visually impaired, white stick for the blind, wheelchairs for the mentally disabled, etc.	Yes / No / Not applicable
Can you give the best example of your emergency procedures and evacuation and assembly areas for people with disabilities? It is important that you have prior plans on how to evacuate persons with disabilities from buildings in case of emergency and to identify easy-to-access assembly points. Examples may include a completed data model indicating evacuation requirements and identifying assembly points.	Yes / No / Not applicable