

<b>Document Name &amp; No.</b>	Policy for Disabled Persons
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## BAQAI MEDICAL UNIVERSITY

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# **BAQAI MEDICAL UNIVERSITY**

## **Policy for Disabled Students**

**(Version-1)**

**2022**



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## **1. BACKGROUND:**

Government of Pakistan (GoP) developed a strategy to improve and enhance social protection systems in the country which included the education of “Students with Disabilities” in Higher Education Institutions also. GoP is working on an effective plan to induct such students effectively in our existing education system. In future it is expected that the Government like other countries shall allocate a quota in education for persons with special needs to encourage them for education and sports activities. The first step taken by relevant governmental authorities including HEC was to outline a general framework for disabled students mainly through policies.

The first such policy on national level was issued in the year 2002 but could never be successfully implemented in real letter and spirit. Pakistan has a vision to implement higher education commission ordinance 2002, the country profile mapping regarding disabled students was developed by UNICEF which indicated that nothing specific action was taken by the Government of Pakistan practically. It is also a part of the global movement of sustainable development goals 2030 agenda.

The national policy for persons with disabilities 2002, the government of Pakistan identified special educational needs in the following four categories given as below:

- Visual Impairment
- Hearing impairment
- Physical disabilities
- Intellectual disabilities

In 2006, Government of Pakistan developed national action plan to implement national policy for disabled students in cooperation with UN-ESCAP which consisted of various steps to facilitate PWDs including establishment of rehabilitation departments in every teaching hospital and many other facilities which are expected to be established by 2025. ESCAP pursues this objective by carrying out work in close coordination with other United Nations entities and inter-governmental organizations in the region.

Pakistan is a party to the United Nations Convention on the Rights of Persons with

Disabilities, having signed the treaty on 25 September 2008 and ratified it on 5 July 2011.

Till year 2010 the above mentioned plan and its execution remained the sole responsibility of the central Government of Pakistan but after 18<sup>th</sup> amendment in constitution in the year 2010 it became the issue of provincial governments to develop their own policies/regulations in this respect for implementation on top priority.

Sindh empowerment of persons with disability act 2018 was introduced by the department of empowerment of persons with disability (DEPD) Govt. of Sindh, which emphasizes that the government may provide grants to educational institutions in Sindh for implementation of various plans in this respect.

### **Chronology of Events for Making Policy of Pakistan for persons with disability:**

Timeline of national policies and legislations supporting persons with disabilities in Pakistan:

- 1981: The Disabled Persons' (Employment and Rehabilitation) Ordinance
- 2002: National Policy for Persons with Disabilities
- 2006: National Plan of Action
- 2006: Accessibility Code of Pakistan
- 2008: Special Citizens' Act
- 2008: National Youth Policy
- 2009: National Education Policy of Pakistan
- 2011: Ratification of UNCRPD
- 2014: Guidelines for Banking Services to Visually Impaired/Blind Persons
- 2017: The Baluchistan Persons with Disabilities Act
- 2018: Sindh Empowerment of Persons with Disabilities Act 2018: The ICT Rights of Persons with Disability Act.

- 2019: State Bank of Pakistan concessionary financing facility

In 2021 Higher Education Commission of Pakistan (HEC) developed a guideline policy called "HEC policy for students with disabilities at higher educational institutions of Pakistan" and shared with universities of Pakistan including public and private sectors for developing their own policies.

## **2. DEFINITIONS:**

1. Disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Disability covers a wide range of physical and mental impairments that may co-occur and may or may not be visible. This includes but is not limited to; physical or sensory impairments; mental health conditions; specific learning difficulties including dyslexia; autism spectrum disorders medical conditions; severe disfigurement progressive conditions; HIV infection; cancer; multiple sclerosis. Long term means it has lasted for at least 12 months, or it is likely to last for the rest of the life of the person. Additionally people who have had been disabled in the past are covered, which may be particularly relevant for people with fluctuating and/or reoccurring impairments.
2. A reasonable accommodation is defined as a decision taken by the University to allow students nonstandard arrangements in relation to their experiences at various institutions. Adjustments will be made within the parameters of the following factors:
  - 2.1. The nature of student circumstances and needs following consultation with the student and examination of available evidence and relevant assessments.
  - 2.2. The nature of the academic program of study including the existence of competence or fitness to train/practice standards set by the institution or applied by the institution on behalf of or recommended by a professional, statutory or regulatory body.

### 3. INTRODUCTION:

Baqai Medical University is committed to provide quality education to all students with no discrimination on the bases of disabilities however; different disabilities in students have impacts on study, work and other aspects of life. This policy is developed to consider the disability of students to be inducted in the various programs offered by the university considering the existing building structure. This policy also consists of legal requirements for disabled students including Educational Commission Ordinance 2002 and HEC Policy for students with disabilities at higher educational institutions of Pakistan 2021. The policy also consists of arranging training material, infrastructural changes in the building structure and other facilitation steps for disabled students.

### 4. PURPOSE:

The purpose of this policy is to eliminate regulatory, physical, organizational, academic and social obstacles that may become hurdles for the students with disability in pursuing higher education and career of their interest.

### 5. EDUCATIONAL PROGRAMS OFFERED BY BMU:

UNDERGRADUATE PROGRAMS	
1. MBBS	2. Doctor of Physical Therapy & Rehabilitation Medicine (DPTRM)
3. BDS	4. BS-SE (Software Engineering)
5. Pharm-D	6. BS-BI (Bioinformatics)
7. DVM (Doctor of Veterinary Medicine)	8. BS Medical Technology
9. B.Sc. Nursing	10 BBA (Hons.) Major in Health Management

<b>POSTGRADUATE PROGRAMS</b>	
1. MD (Internal Medicine)	2. M.Sc Medical Technology
3. MD (Pediatrics)	4. MBA
5. MS (Surgery)	6. MS (Hematology)
7. MS (Ophthalmology)	8. MS in Transfusion Medicine
9. MS (Otorhinolaryngology)	10. M.Sc. Hematology
11. Master of Public Health	
<b>POSTGRADUATE CER TIFICATE PROGRAMS</b>	
1. Certification in Food Pharmacology	
<b>M.PHIL PROGRAMS</b>	
1. M.Phil (Pharma-Chemistry)	2. M.Phil (Biochemistry)
3. M.Phil (Anatomy)	4. M.Phil (Physiology)
5. M.Phil in Basic and Clinical Dental Specialties	6. M.Phil (Hematology)
7. M.Phil (Pharmacognosy)	8. M.Phil (Pharmacology)
9. M.Phil (Pharmaceutics)	10. M.Phil (Pathology)
<b>Ph.D. PROGRAMS</b>	
1. Ph.D. (Pharmacology)	2. Ph.D. (Pharmacognosy)
3. Ph.D. (Hematology)	4. Ph.D. (Pharmaceutics)
5. Ph.D. (Anatomy)	6. Ph.D. (Pharma-Chemistry)

7. Ph.D. (Pathology)	8. Ph.D. (Pharmacology)
9. Ph.D. in Basic and Clinical Dental Specialities	
<b>POSTGRADUATE DIPLOMA PROGRAMS</b>	
1. Diploma in Laboratory Hematology and Blood Bank	2. Diploma in Diabatology and Endocrinology
3. Diploma in Psychological Medicine	4. Diploma in Advance General Dentistry

Above courses shall be offered to the students with disabilities on the recommendation of the accessibility committee keeping in view the course content and disability of the applicant.

## **6. UNIVERSITY POLICY FOR ADMISSION OF DISABLED STUDENTS:**

### **Application Process:**

1. The students are advised to visit Baqai Medical University website and physically visit university for suitable accommodation and understanding with the university environment for pursuing their career in their field of interest.
2. Admission application forms shall be available on the university website. The students are advised to attach disability certificate/Card issued by the Government of Pakistan with their application form.
3. Based on students' disability, the university has a right to suggest students other educational programs if not suitable for pursuing admission in their field of choice/interest.
4. The selection shall be made on the basis of application form, interview by the accessible committee and entrance test process.

5. The university shall make necessary arrangements for the persons with disability (PWD). The accessible committee shall decide either the student with special needs can be accommodated in the programs offered by university and its allied institutions.
6. The Admission form is attached as Annexure - A
7. NADRA Disabled Person Card/Certificate is attached as Annexure - B

### **Entrance Exam:**

Depending upon the type of disability the reasonable accommodations shall be made by the university/institution taking the admission test. The special arrangements shall be made including extra time, Braille paper, and hearing aid if needed, writing in Bold Letters on Black Board in case of low vision problem.

## **7. REASONABLE ACCOMMODATION:**

Many countries legal framework and Teaching Model for PWD provides for various accommodations which are generally categorized into:

- Facilities (for example, colleges providing ramp or a sign language interpreter)
- Concessions (for example, additional 30 minutes for writing exam)
- Exemptions (for example, lowering passing cut of or more grace marks)
- Reservation (for example 1% reservation in public/private sector education organizations).

The above Reasonable Accommodations are expected to be used by the PWDs individuals during curricular transactions as well as the examinations. Beyond these, there are adaptations that are needed by individuals with special needs (irrespective of whether they have a certificate of disability or

not) while availing equal opportunities in the college experiences; which are for example, priority seats in the classroom, bold print notes, substitutions of written tasks for oral tasks and vice versa, buddy system, multimedia teaching strategies etc. It is the responsibility of the head of the institution to provide the need based and appropriate adaptations in teaching learning process and environment. The need may vary as per the type, nature and degree of the disability. However, the accommodations need to be reasonable and without compromising the spirit of learning and evaluation of ALL.

**Baqai Medical University considering above steps to accommodate these students with disabilities and considered HEC Policy shall comply with following steps:**

1. For disabled students there shall be an age relaxation decided by the accessible committee for disabled students not more than 10 years.
2. The accessible committee shall decide fee waiver and other financial aid provided by the university for disabled persons depending upon yearly income of the student's family background.
3. There should be at least one seat reserved for higher qualification i.e. M.Phil & PhD.
4. The university has a Provision to provide adequate toilets for disabled persons would be made mandatory for all buildings/Floors. This should be ensured in all future constructions.
5. University may provide disabled students standard laptop and electrical operated
6. Wheel chair depending upon the type of disability and if recommended by
7. Accessible Committee.
8. The 2 student's quota is proposed to be fixed for disabled students on yearly basis in the university.

### **Architectural facilitations (Benefits all)**

- Ramps / lifts / smaller steps / railings
- Disability friendly corridors, classrooms and toilets (anti-skid but even flooring, bigger doors, lower height switches and functionaries, space for wheel chairs etc.);
- Visual signs and directions in bold and in 2 languages;
- Audio support wherever possible;
- CCTV;
- Firefighting system (fire extinguishers)
- Noise free environment;
- Adequate display of all academic as well as administrative information.

### **General points for all concerned:**

- Be aware of challenging links in learning due to disability or special needs but also have realistic faith in their strengths.
- Use common sense and rational thinking to solve routine problems in the classroom.
- Involve parents/ other support systems / professional organizations for creating better environment for all sorts of diverse learners.
- This could be on rotation basis. This will empower the system and will give opportunity to all faculty members to learn more about reasonable accommodations. Display this information for all to know.
- Ensure easy access to soft versions of various forms like admission / eligibility/ exam / reevaluation etc.

- Modifying documentations /records / central registers / forms to mention individuals with disability and the provisions they availed.
- Prioritizing financial aids
- Organized mentoring system is helpful to all students but it is almost essential for PWDs.
- Prioritizing PWDs for campus services like transport within campus or medical.
- Services or hostel services or to provide pick and drop transport from their residence. BMU is not maintaining any on campus residential accommodation for the boys (Hostel) due to financial constraints, however a girl's hostel is being maintained and operated but its structure is not of such a design that some of its place cannot be immediately converted into an accommodation suitable to accommodate female students with disability. Creating of such facilities would require another two to three years.

### **Encourage selection of an appropriate seat in a classroom:**

- Close to the teacher for better audibility/ visibility; from wherever the PWD can see the teacher and classmates clearly with easy eye contact
- Next to someone who is willing and capable of helping with missing links in class notes;

In case if a sign language interpreter is arranged for a student with deafness then both should be able to see each other and the teacher as well.

- Away from source of noise and visual distraction (window/door/ AC box/ generator);

### **Facilitate best practice in Pre-teaching strategies:**

- Announce topics to be covered next time.
- Provide details of examination/projects/ assignments in writing rather than mere oral
- Instructions before the content are taught
- Provide list of references and other learning materials before the start of actual teaching.
- Suggest / make available audio visual support for learning including referring web Material.

### **While teaching faculty is requested to:**

- Write key words/headings/point heads on the board while teaching.
- Use technology extensively: multimedia, AVs, internet, power point presentations, soft copies of reference material, LMS (Learning management system)
- Facilitate the use of technological aids like Screen magnifiers, Computer-based screen readers, Screen readers for phones, Text-to-Speech (TTS), Dictation software, Optical low Vision aids, Digital Recorders.

## **8. FINANCIAL ARRANGEMENTS:**

The financial arrangements for the implementation of this policy shall be granted by the university in annual budgeting. If possible the university will contact NGOs and government departments providing financial aid for the provision and accomplishment of reasonable accommodation and for implementation of this policy.

## **9. IMPLEMENTATION PLAN AND PROCEDURES:**

Baqai Medical University shall constitute accessibility committee comprising 5 members to be appointed by the Vice chancellor that may include:

1. Senior University Management Representative - Director Students Affair
2. Two members from faculty - Associate Professor of Orthopedic  
(One must be a female) Director of DPT
3. Student representative - Class rep. of MBBS final year
4. One representative from Psychological Wellbeing –  
Prof. / Associate Professor
5. Committee Secretary - Vice Principal, Medical College

The committee shall decide whether the disabled student can be accommodated in the University for higher education with their disabilities for the course of their choice or any other.

The quorum requirement for the meeting of the Accessibility Committee shall be at least three members of the committee. Decisions shall be made by a majority of the members present.

### **General Provisions for work of the Accessibility Committee:**

1. In absence of the Chair, the senior most members shall act as Chair of the meeting.
2. The Chair and the members shall hold office for the period of three years and shall in no case be eligible for re-appointment for more than one similar term.
3. The Vice Chancellor shall appoint all members of the accessibility committee except the exofficio members and the representative of the

student body the disabled students shall nominate their representative on the accessibility committee.

### **Roles and Responsibilities of the Accessibility Committee:**

The Accessibility Committee shall be responsible for the following:

1. Determining what accommodations are needed for students with disabilities at the BMU including, where necessary, arranging for disability assessment by a professional.
2. Arranging and overseeing the provision of reasonable accommodations in accordance with this policy;
3. Arranging for counseling by a psychiatrist for students with disabilities if a student requests or whenever substantial need is established;
4. Providing information and advice to students and parents on the facilities and support available at the BMU for persons with disabilities;
5. Advising the faculty on the policies and procedures relevant to students with disabilities and how best to include and accommodate these students;
6. Advising the BMU on ways to improve access for students with disabilities vis-à-vis admissions, examinations, dissertations and other affairs of the institution and on the implementation of all relevant disability-related legislation;
7. Raising funds for the provision or development of facilities for students with disabilities at the BMU whenever needed;
8. Promoting awareness on different disabilities and disability related issues and the need to protect and promote the rights of persons with disabilities at the BMU through dedicated seminars, fundraising events, discussions, workshops and community engagement activities and communicating the role of the Disability Coordinators to students, staff and faculty; and liaising with philanthropic organizations working for persons with disabilities to

enhance the capacities of their institutions to engage with persons with disabilities and to improve the facilities available for them at the BMU.

### **Decisions of the Accessibility Committee:**

The quorum requirement for meetings of the Accessibility Committee shall be at least three members of the committee. Decisions shall be made by a majority of the members present.

### **The Disability Coordinators:**

The Vice Chancellor of the BMU shall designate two (02) non-student members of the Accessibility Committee to be the Disability Coordinators for students with disabilities at the HEI, provided that in the case of coeducational or all-women HEIs, at least one of the Disability Coordinators shall be a woman. The name and contact details of the Disability Coordinators will be displayed on the website, prospectus.

### **Roles and Responsibilities of the Disability Coordinators:**

The Disability Coordinators shall be responsible for the following:

1. To be a point of liaison between the Accessibility Committee and students with disabilities including connecting students with disabilities to the Accessibility Committee for determination of their accommodation requirements;
2. Guide and advise students with disabilities interested in seeking admission and enrollment at the BMU on the facilities and accommodations available and arrange able at the BMU for persons with disabilities;
3. Have regular, periodic meetings with enrolled students with disabilities and maintain records of these interactions. This practice should be used to

assess any emerging needs the students may have and to decide the appropriate course of action to facilitate the student;

4. Advise and facilitate enrolled students with disabilities during their studies on how to fulfill the administrative requirements of the institution and benefit from other services provided at the BMU such as accommodations, library, career counseling, extra-curricular opportunities etc.
5. Refer students with disabilities to the Accessibility Committee for arrangement of psychiatric counseling if a student requests or academic coaching whenever needed;
6. Ensure that the students' access requirements are identified and made known to relevant faculty well ahead of commencement of classes;
7. Advise students with disabilities before the commencement of each semester or academic year on their course selection and learning activities entailed; and
8. Seek and record information on access requirements of individual student with disability enrolled at the HEI.

## **10. GRIEVANCES:**

It must be ensured that all disabled admitted students are conversant with the procedure of filing grievances by writing an application to the disability coordinator, if the matter not resolved at his level then the matter may be referred to accessibility committee. The accessible committee may report the matter to the vice chancellor. If the decision taken by the vice chancellor is not acceptable to the complainant then he/she has the right to communicate with the HEC coordinator appointed in Islamabad Office for resolving of complaint such as discrimination, abuse, harassment, indolence etc for necessary action at his level.

## 11. DISABILITY TYPES BENCHMARKED FOR CERTIFICATION:

DISEASES	EXPLANATION
<b>1. Vision Impairment</b>	Blindness is a lack of vision. It may also refer to a loss of vision that cannot be corrected with glasses or contact lenses.
<b>2. Low-vision</b>	Low vision is a vision problem that makes it hard to do everyday activities. It can't be fixed with glasses, contact lenses,
<b>3. Polio Affected Persons</b>	The virus spreads from person to person and can infect a person's spinal cord, causing paralysis (can't move parts of the body).
<b>4. Hearing Impairment (deaf and hard of hearing)</b>	A person who is not able to hear as well as someone with normal hearing – hearing thresholds of 20 dB or better in both ears – is said to have hearing loss.
<b>5. Locomotors Disability</b>	Disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy
<b>6. Dwarfism</b>	Short stature that results from a genetic or medical condition. Dwarfism is generally defined as an adult height of 4 feet 10 inches (147 centimeters) or less. The average adult height among people with dwarfism is 4 feet (122 cm)
<b>7. Intellectual Disability</b>	A condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, skills which contribute to the overall level of intelligence, i.e. cognitive, language, motor, and social abilities. Intellectual disability can occur with or without any other mental or physical condition
<b>8. Mental Illness</b>	Disorders that affect your mood, thinking and behavior
<b>9. Autism Spectrum Disorder</b>	A neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave
<b>10. Cerebral Palsy</b>	A group of disorders that affect a person's ability to move and maintain balance and posture
<b>11. Muscular Dystrophy</b>	A group of inherited genetic conditions that gradually cause the muscles to weaken, leading to an increasing

	level of disability
<b>12. Chronic Neurological conditions</b>	Neurological disorders are diseases of the central and peripheral nervous system. In other words, the brain, spinal cord, cranial nerves, peripheral nerves, nerve roots, autonomic nervous system, neuromuscular junction, and muscles. These disorders include epilepsy, Alzheimer disease and other dementias, cerebrovascular diseases including stroke, migraine and other headache disorders, multiple sclerosis, Parkinson's disease, neuroinfections, brain tumours, traumatic disorders of the nervous system due to head trauma, and neurological disorders as a result of malnutrition
<b>13. Specific Learning Disabilities</b>	Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations,
<b>14. Amputated upper or lower limbs</b>	Amputation is defined as surgical removal or loss of body part such as arms or limbs in part or full.
<b>15. Epilepsy</b>	Epilepsy is a central nervous system (neurological) disorder in which brain activity becomes abnormal, causing seizures or periods of unusual behavior, sensations and sometimes loss of awareness.
<b>16. Arthritis</b>	Arthritis means inflammation or swelling of one or more joints. It describes more than 100 conditions that affect the joints, tissues around the joint, and other connective tissues. Specific symptoms vary depending on the type of arthritis, but usually include joint pain and stiffness.
<b>17. Cognitive Disabilities</b>	Problems with a person's ability to think, learn, remember, use judgment, and make decisions. Signs of cognitive impairment include memory loss and trouble concentrating, completing tasks, understanding, remembering, following instructions, and solving problems.
<b>18. Monoplegia</b>	Paralysis restricted to one limb or region of the body.
<b>19. Acid Attack Victim</b>	A person disfigured due to violent assaults by throwing of acid or similar corrosive substance.
<b>20. Parkinson's disease</b>	A brain disorder that causes unintended or uncontrollable movements, such as shaking, stiffness, and difficulty with balance and coordination.

The above disabilities are sub categorized into following diseases. As per disability certificate priority shall be given to students with minor, major and disabilities as per there field of interest:

<b>1. Vision Impairment</b>	<b>11. Muscular Dystrophy</b>
<b>2. Low-vision</b>	<b>12. Chronic Neurological conditions</b>
<b>3. Polio Affected Persons</b>	<b>13. Specific Learning Disabilities</b>
<b>4. Hearing Impairment (deaf and hard of hearing)</b>	<b>14. Amputated upper or lower limbs</b>
<b>5. Locomotors Disability</b>	<b>15. Epilepsy</b>
<b>6. Dwarfism</b>	<b>16. Arthritis</b>
<b>7. Intellectual Disability</b>	<b>17. Cognitive Disabilities</b>
<b>8. Mental Illness</b>	<b>18. Monoplegia</b>
<b>9. Autism Spectrum Disorder</b>	<b>19. Acid Attack victim</b>
<b>10. Cerebral Palsy</b>	<b>20. Parkinson's disease</b>

The students with minor disabilities can be accommodated by our existing faculty but for teaching of students with major disability would require special training for imparting education to these students. Train the trainer program shall be an essential requirement for the faculty involved in teaching disabled students. Such skills can be acquired through programs like Disability Equality Training (DET). It is the part of train the training program which would very much be necessary for the trainers to review and implement a defined program and to monitor its effectiveness. This may also be overseen by the accessibility committee:

### Steps in the Interactive Process:

1. The program should determine its essential functions.
2. The program and the individual with the disability should work together to

identify the programmatic barriers and their impact on the ability to perform as essential functions.

3. The program, working with the individual with disability should identify a range of possible accommodations that have potential to remove barriers and allow the individual to perform the essential functions.
4. The program should assess the effectiveness of each accommodation and the preference of the individual to be accommodated.
5. The program should evaluate whether or not provision of accommodations would impose an undue administrative or financial hardship on the program.
6. Once implemented the program should review the effectiveness of the accommodation in removing the barrier. If ineffective, the program should enter back into the interactive process to review potential alternative accommodations

### **Train the Trainers Program (DET):**

Disability Equality Training (DET) was originally developed by disabled people in the United Kingdom and has been implemented since the late 1970s as a means to promote an understanding of disability from this Social Model perspective. Forms of DET have been organized and run by disabled people for over ten years, but it has developed a formalized structure only since 1985. Around that time emphasis began to be placed on equal opportunities policies and practices towards women, black and minority ethnic people.

Disability Equality Training (DET) courses have been developed by disabled people to address the need for information about reality of disability. It is the Project on Disability, implemented by the Japan International Cooperation Agency (JICA) and the Department of Social Welfare, Ministry of Women, Family and Community Development, Malaysia. Over 100 trainers in fourteen countries were trained by this and other JICA projects in the past

seven years. They are actively engaging in DET in their countries, namely: Malaysia, Thailand, Singapore, Indonesia, Nepal, Bangladesh, Pakistan, Kyrgyzstan, Maldives, Afghanistan, Philippines, Costa Rica, Papua New Guinea, and India.

### **Disability Equality Training (DET):**

- Makes participants agents of change
- Promotes disability as issues on equality, exclusion, and social participation
- Examines the barriers imposed to disabled people in society
- Questions stereotypes, myths and misunderstandings about disability
- Promotes inclusive social changes and proactive actions, rather than imposition of individualistic solutions and reactions
- Is action-oriented, not knowledge-oriented

By acquiring training through DET programs , trainers would acquire following skills that would be utilized for the training of the students with disabilities:

1. The program shall be developed to equip potential trainers with the necessary training skills, some exposure to the complexity of disability issues, grounding in equal opportunities, knowledge of the functioning and structure of local authorities and information on the client/trainer relationship within the voluntary and private sectors. These would have helped create a professional level of training for DET trainers.
2. The standardization of monitoring of progress and performance so that program providers are assured that the training addresses all relevant issues.
3. A trainers' network which is supportive and offers counseling or debriefing to individual students as required.



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4. A useful forum for sounding out ideas and offering new materials or acquiring specific assistance with projects under development.
5. Organizers of DET trainers can actively seek a range of trainers to join the register in order to broaden its base and ensure fair representation of disabled. Persons who experience multiple discrimination, like race and gender issues should be a consideration.
6. It is a mechanism to prevent isolation and the ensuing problem of lack of confidence for trainers working in different geographical locations who can become at times demoralized by the stressful nature of training work.