



Project No.: 618103-EPP-1-2020-1-PS-EPPKA2-CBHE-JP

Edu4ALL

Disability as diversity: The inclusion of students with disabilities in higher education

Deliverable D1.1.2	Current Practices of Inclusive Education (IE) in HEIs at PCs
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Work Package (WP)	WP1: Preparation Title: Reviewing and analyzing the educational requirements for people with disabilities in partner countries HEIs
WP Leader	Irbid National University
Task members	Al-Ummah University College/ Palestine. National and Kapodistrian University of Athens/Greece Irbid National University/ Jordan. Palestine Technical College-Deir El-Balah/ Palestine. Palestine Technical University -Kadoorie/ Palestine. The University of the Basque Country/Spain University of Jordan/ Jordan. Int@E UG Germany
Issue date	14 June 2021
Version/Status	Final v.1

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Co-funded by the
Erasmus+ Programme
of the European Union

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Project information:

Project number	618103-EPP-1-2020-1-PS-EPPKA2-CBHE-JP
Action code	CBHE-JP
Project acronym	Edu4ALL
Project Title	Disability as diversity: The inclusion of students with disabilities in higher education
Funding scheme	Erasmus+ KA2
Date of EC approval	31/07/2020

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Document Data:

Work Package	WP1: Preparation
Task 1.1	Investigating the rules and regulations of inclusive education (IE) for students with disability in HEIs at PCs
Deliverable Title	D1.1.2 Current Practices of Inclusive Education (IE) in HEIs at PCs
Work Package Leader	Irbid National University
Task Members	Al-Ummah University College/ Palestine. National and Kapodistrian University of Athens/Greece Irbid National University/ Jordan. Palestine Technical College-Deir El-Balah/ Palestine. Palestine Technical University -Kadoorie/ Palestine. The University of the Basque Country/Spain University of Jordan/ Jordan. Int@E UG Germany
Date of issue	14/6/2021
Total number of pages	33

Version History

Version	Date	Author/Organization
V0.0	25/5/2021	Al-Ummah University College.
V0.1	30/5/2021	Al-Ummah University College.
V1.0	14/6/2021	Al-Ummah University College/ Palestine. National and Kapodistrian University of Athens/Greece Irbid National University/ Jordan. Palestine Technical College-Deir El-Balah/ Palestine. Palestine Technical University -Kadoorie/ Palestine. The University of the Basque Country/Spain University of Jordan/ Jordan. Int@E UG Germany

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List of Acronyms

This table shows the acronyms used in this deliverable in alphabetical order.

HE	Higher Education
HEI	Higher Education Institution
PCs	Partner Countries
IE	Inclusive Education
PCBS	Palestinian Central Bureau of statistics
HCD	Higher Council for the Right of Persons with Disabilities

1. Executive Summary:

This report presents the results of Investigating the rules and regulations of inclusive education (IE) for students with disability in HEIs at PCs within three levels. The aim of the report is to assess the situation in HEIs in terms of the availability of rules and regulations for people with disability, available services, and the extent of satisfaction with them. Accordingly, it's possible to identify the weaknesses starting from the presence of the regulations, to the availability of services at the required level, then to suggest possible solutions to be implemented during the project period.

The report was based on a questionnaire distributed to the concerned institutions. The main findings showed the lack of clear regulations in particular, and the lack of many required services in most institutions, with some exceptions. The results also showed that the presence of specialized unit for people with disabilities in the institution plays a major role in the development and application of instructions and services related to people with disabilities.

2. Introduction:

According to the last national survey, done by the Palestinian Central Bureau of statistics (PCBS), published in 2019, about 92710 Palestinians or 2.1% of the total population in the West Bank and Gaza Strip are living with disability. Some of which are a direct consequence of violence inflicted by Israeli settlers, police or the army. Almost half of children aged 6-17 years with disabilities were not enrolled in education in 2017. This percentage varied between the West Bank and the Gaza Strip, as it reached 51% in the West Bank and Gaza compared to 43% in the Gaza Strip, and accordingly they cannot enroll in institutions of HE. In Jordan and according to the last statics of the of population and housing census of the Department of Statistics, 2004 the percentage of people with disabilities is 1.2 %. There is no specific statistics for the yearly enrolled number of students with disabilities in Palestine for HE, where the number in Jordan is about 201 students according to HCD statistics 2012.

While the Disability Law No. 4 issued in Palestine in 1999, Article 5 stipulates:

1. Ensure that the disabled benefit from equal opportunities for enrollment in pedagogic and education institutions and in the universities within the framework of the curricula applicable in these institutions.
2. Provide necessary pedagogic diagnosis to define the nature and degree of the disability.
3. Provide adequate curricula, educational and pedagogic means and proper facilities.

4. Provide education of all types and levels to the disabled according to their needs.
5. Train professionals in rehabilitation of the disabled based on the nature of disability.

In Jordan the law on the rights of people with disabilities No. 20 for the Year 2017 stipulates according to Higher Council for the Right of Persons with Disabilities HCD

Article 21:

No person may be excluded from higher education institutions or be denied the right to study any specializations available therein on the basis of, or because of, disability. The Ministry of Higher Education and Scientific Research and educational institutions affiliated therewith will, in coordination with the Council, execute the following:

1. Mainstream the requirements to access higher education for persons with disabilities in all relevant policies, strategies, plans and programs.
2. Provide reasonable accommodation, accessible formats, and accessibility to ensure that persons with disabilities have access to all available specializations.
3. Develop the rules for admission of students with disabilities to higher education institutions to the extent that guarantees respect for their choices and interests and without any form(s) of discrimination on the basis of, or because of, disability.

And article 22:

1. With due consideration to paragraph (b) of this Article, the maximum tuition fees that persons with disabilities will bear at a government higher education institution will be (10%) for the competitive system and (25%) for the parallel system.
2. Rules for exemption from tuition fees in higher education institutions shall be determined in accordance with the extra cost incurred by the person with a disability as a result of the lack of reasonable accommodation, lack of accessible formats or lack of accessibility according to instructions to be issued for this purpose by the Council of Higher Education in coordination with the Council.
3. In the event that the higher education institution proves to have provided reasonable accommodation and accessible formats along with accessibility for students with disabilities, the Council is required to ascertain such provision and should then recommend to the Higher Education Council to reduce the exemption to the extent that is equivalent to the accommodation and accessibility provided or to cancel the exemption in case of full compliance with the relevant approved standards.

According to the above points, the questionnaire includes three main aspects with regard to students with disabilities in the surveyed HEIs.

1. Regulations relating to the provision of services for students with disabilities.

2. The quality level of services provided to students with disabilities.

3. The agreement with the availability of the services to students with disabilities.

The previous aspects were investigated in the higher education institutions through a number of services, which include:

1. An accessible university environment for students with disabilities. Such as parking lots, restrooms, elevators, etc.
2. Appropriate study accommodations in the classroom.
3. Appropriate teaching methods for students with disabilities.
4. Administrative services in an appropriate way for students with disabilities.
5. Financial support.
6. Accessible and equipped university facilities for students with disabilities. Such as the library, toilets, and restaurants, etc.
7. Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations).
8. Specialized units dedicated to serve students with disabilities in which adapted computer services are available.
9. Psychological support services for students with disabilities.
10. Recreational Activities for students with disabilities.

3. Objective of the deliverable

A report has been prepared that includes the current situation of university students with disabilities in Jordan and Palestine. Analysis of the rules and regulations availability of students with disabilities in Jordan and Palestine HEIs will take place in this activity. The aim of this report is to assess the situation in HEIs in terms of Investigating Rules and Regulations of Inclusive Education (IE) for students with disability in HEIs at PCs; thus, the availability of rules and regulations for people with disability, available services, and the extent of satisfaction with them will be determined.

4. Methodology

The questionnaire was designed and reviewed by the partners at the university of Jordan, it contains three main dimensions with three levels, and distributed to all of the PCs in Palestine and Jordan. Exactly five questionnaires were distributed and collected from HEIs in Jordan and Palestine.

The dimensions include:

1. Regulations relating to the provision of services for students with disabilities.
2. The quality level of services provided to students with disabilities.
3. The agreement with the availability of the services to students with disabilities.

5. Results:

PART A:

Regulations relating to the provision of services for students with disabilities in higher education institutions (HEIs)

The first part of the questionnaire includes the regulations related the provision of services for people with disabilities. The posed questions have two answers, yes or no.

80% of participants said that there are **No** regulations for the appropriate study accommodations in the classroom, **No** regulations for the accessible and equipped university facilities for students with disabilities, **No** regulations for the modern technology equipment for students with disabilities, and finally **No** regulations for the recreational activities for students with disabilities. Where 60 % said that there are **No** regulations for the appropriate teaching methods for students with disabilities, **No** regulations for the administrative services in an appropriate way for students with disabilities, **No** regulations for the financial support, and **No** regulations for the specialized units dedicated to serve students with disabilities.

Finally, 80 % believe that there are psychological support services regulations for students with disabilities, and 60% saw that there are recreational activities regulations for students with disabilities.

Table 1 shows the detailed questions, frequencies and percentages of the HEIs replays.

Table 1: Regulations related to the availability of services for students with disabilities in (HEIs)

Regulations related to the availability of services for students with disabilities in (HEIs)				
paragraphs	Yes (Frequency)	percentage	No (Frequency)	percentage
1) An accessible university environment prepared for students with disabilities. Such as parking lots, restrooms, elevators, etc.	3	%60	2	%40
2) Appropriate study accommodations in the classroom?	1	%20	4	%80
3) Appropriate teaching methods for students with disabilities?	2	%40	3	%60
4) Administrative services in an appropriate way for students with disabilities.	2	%40	3	%60
5) Financial support?	2	%40	3	%60
6) Accessible and equipped university facilities for students with disabilities? Such as the library, toilets, and restaurants, etc.	1	%20	4	%80
7) Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)?	1	%20	4	%80
8) Specialized units dedicated to serve students with disabilities in which adapted computer services are available.	2	%40	3	%60
9) Psychological support services for students with disabilities.	4	%80	1	%20
10) Recreational Activities for students with disabilities.	1	%20	4	%80
Total	19	%38	31	%62

PART B:

The quality level of services provided to students with disabilities.

The second part is related to the quality level of the same previous services provided to students with disabilities, Table 2

Each question is rated from 1-5, **where 1 is Poor and 5 is Very Good**

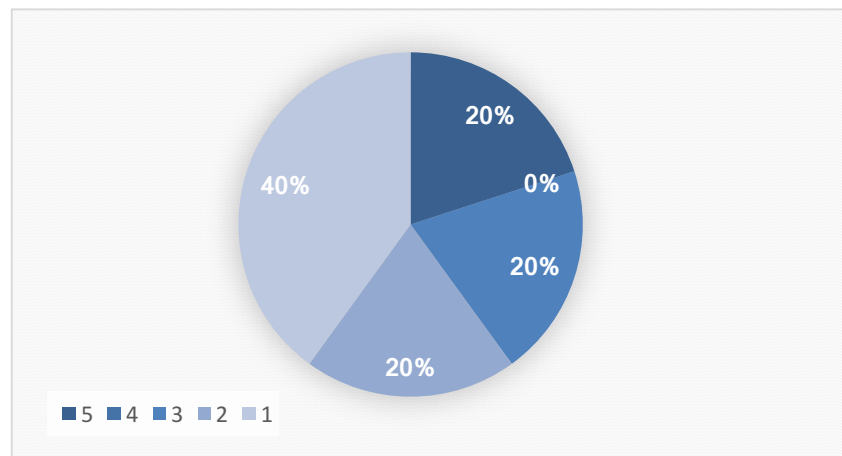
1	2	3	4	5
Strongly Disagree	Disagree	Undecided / Neutral	Agree	Strongly Agree

First paragraph:

An accessible university environment for students with disabilities. Such as parking lots, restrooms, elevators, etc.

Figure 1, shows that one educational institution answered that the quality level of the service falls within the fifth level, one institution answered that the service level is within the third level, one institution answered that the service is within the second level, and two institutions answered that the service is within the first quality level.

**Figure 1:Quality level, an accessible university environment
for students with disabilities**

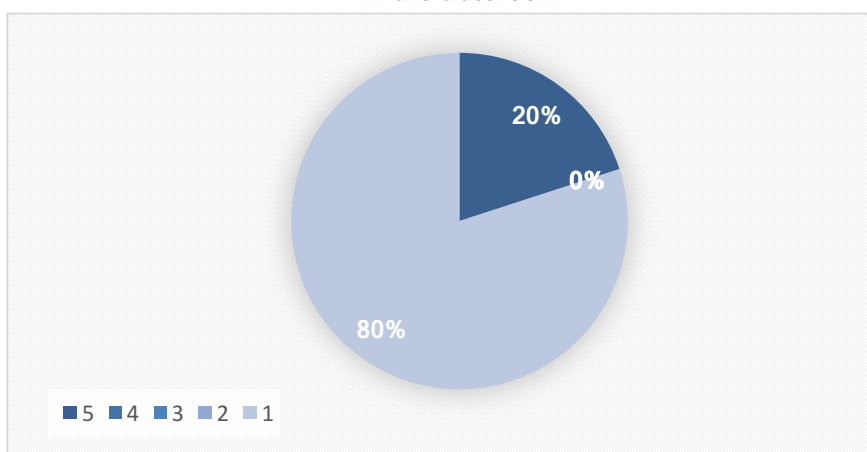


Second paragraph:

Appropriate study accommodations in the classroom.

Figure 2, shows that one educational institution answered that the quality level of this service falls within the fifth level, and four institutions answered that the quality level is within the first level.

**Figure 2: Quality level, appropriate study accommodations
in the classroom**

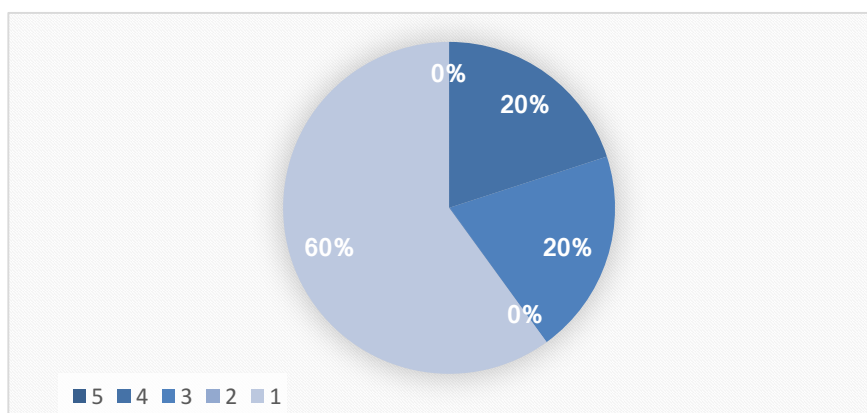


Third paragraph:

Appropriate teaching methods for students with disabilities.

Figure 3 shows that the quality of this service was within the fourth level for one institution, the third level for one institution, and the first level for three institutions.

**Figure 3: Quality level of an appropriate teaching methods
for students with disabilities**

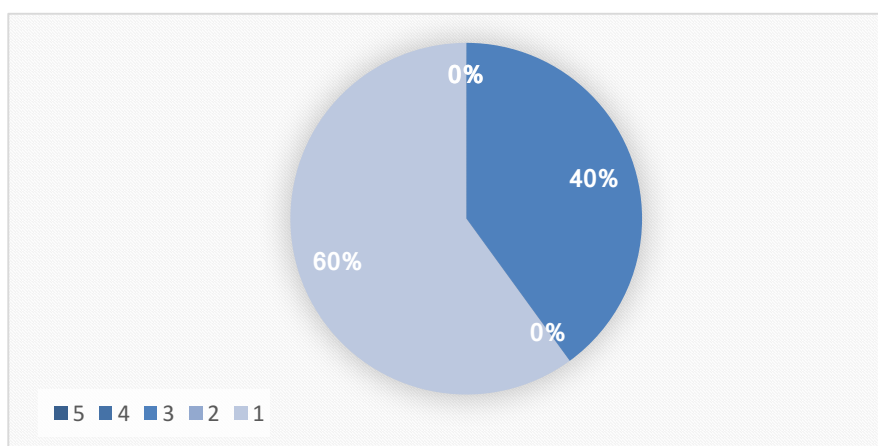


Fourth paragraph:

Administrative services in an appropriate way for students with disabilities.

The quality of administrative services for students with disabilities, was within the third level for two institutions, , and the first for three institutions, Figure 4

**Figure 4:Quality level, administrative services
in an appropriate way for students with disabilities.**

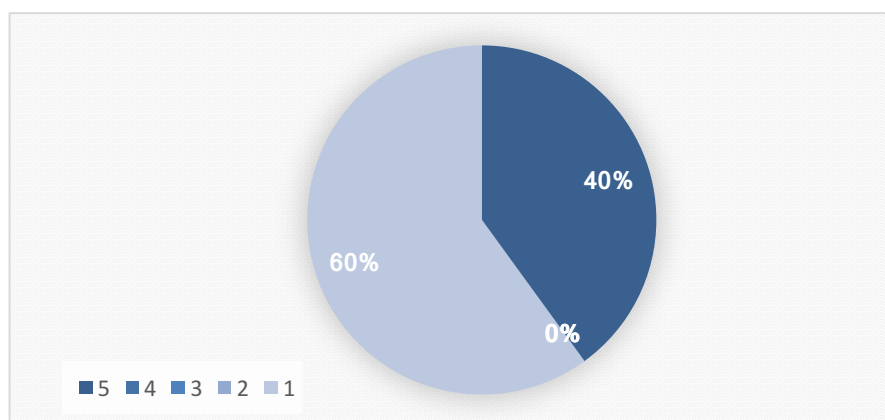


Fifth paragraph:

Financial support.

The financial support for students with disabilities was within the fifth level for two institutions , and the first level for three institutions, Figure 5

Figure 5:Quality level, financial supports.



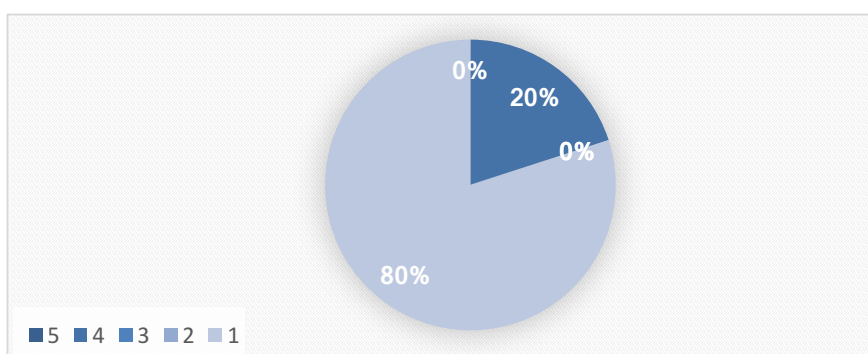
In this regard by the University of Jordan offers tuitions waiver, with the amount of 90%, as well as Deir El-Balah technical College with the amount of tuitions waiver of 100%

Sixth paragraph:

Accessible and equipped university facilities for students with disabilities, Such as the library, toilets, and restaurants, etc

Figure 6 shows that that the quality of this service was within the first level for four institutions, and the fourth level for one institution.

Figure 6: Quality level, accessible and equipped university facilities for students with disabilities



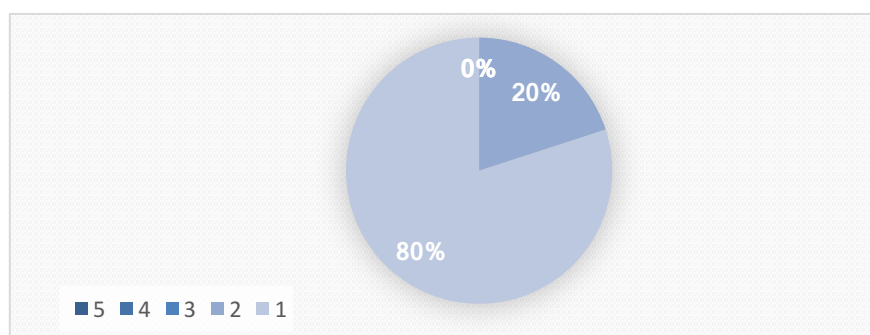
Seventh paragraph:

Modern technology equipment for students with disabilities.

(equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)

Figure 7 shows that that the quality of this service was within the first level for four institutions, , and the second level for one institution.

Figure 7: Quality level, modern technology equipment for students with disabilities



Eighth paragraph:

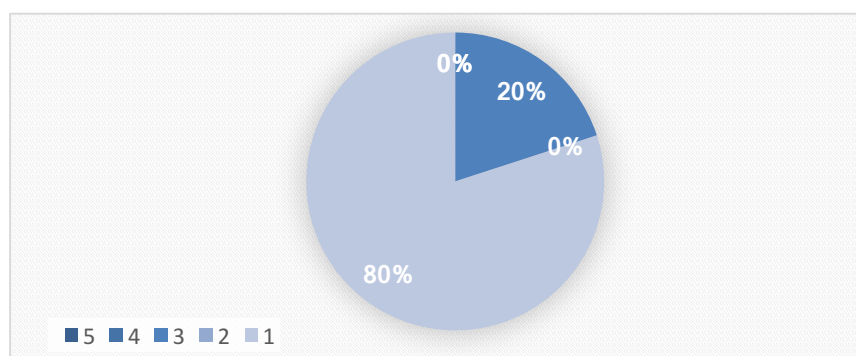
Specialized units dedicated to serve students with disabilities.

(in which adapted computer services are available)

Figure 8 shows that that the quality of this service was within the first level for four institutions, and the third level for one institution.

The university of Jordan offers Two units, one restricted to visual disability, the other one is general purpose considering three main kinds of disabilities (Visual, Hearing, and motor)

Figure 8: Quality level, specialized units dedicated to serve students with disabilities.

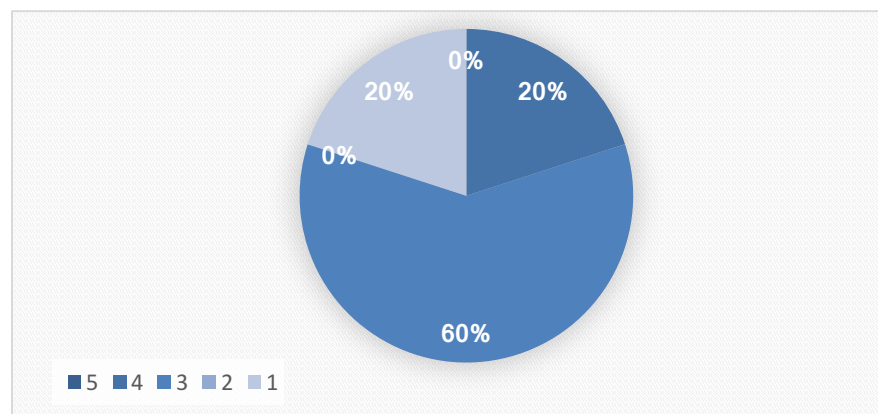


Ninth paragraph:

Psychological support services for students with disabilities.

The Psychological support for students with disabilities was within the fourth level for one institution , third level for three institutions, and the first level for one institution, Figure NO.9

Figure 9: Quality level, psychological support services for students with disabilities.



Tenth paragraph:

Recreational Activities for students with disabilities.

The Recreational Activities for students with disabilities was within the first level for four institutions, and the fourth level for one institution, Figure 10

**Figure 10: Quality level, recreational Activities
for students with disabilities.**

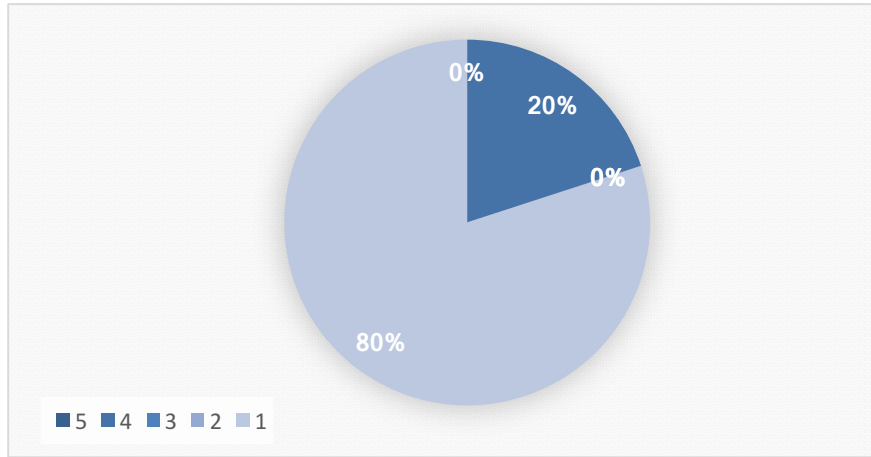


Table 2: The quality level of the services provided to students with disabilities at HEI

The quality level of the services provided to students with disabilities at HEI										
paragraphs	(Frequency)1	percentage	(Frequency)2	percentage	(Frequency)3	percentage	(Frequency)4	percentage	(Frequency)5	percentage
1) An accessible university environment prepared for students with disabilities .Such as parking lots, restrooms, elevators, etc.	2	40%	1	20%	1	20%	0	0%	1	20%
2) Appropriate study accommodations in the classroom?	4	80%	0	0%	0	0%	0	0%	1	20%
3) Appropriate teaching methods	3	60%	0	0%	1	20%	1	20%	0	0%

for students with disabilities?										
4) Administrative services in an appropriate way for students with disabilities.	3	60%	0	0%	2	40%	0	0%	0	0%
5) Financial support?	3	60%	0	0%	0	0%	0	0%	2	40%
If response 2-5, how much is the support and what are the forms of financial support they get?	JU: Form of support: Tuitions waiver, Amount of support: 90% tuition waiver PTC: Form of support: Tuition waiver, Amount of support: 100%									
6) Accessible and equipped university facilities for students with disabilities? Such as the library, toilets, and restaurants, etc.	4	80%	0	0%	0	0%	1	20%	0	0%
7) Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)?	4	80%	1	20%	0	0%	0	0%	0	0%
8) Specialized units dedicated to serve students with disabilities in which adapted computer services are available.	4	80%	0	0%	1	20%	0	0%	0	0%
If response 2-5, how many units are there in your organization?	JU: Two units, One restricted to visual disability, the other one is general purpose considering three main kinds of disabilities (Visual, Hearing, and motor).									
9) Psychological support services for students with disabilities.	1	20%	0	0%	3	60%	1	20%	0	0%
10) Recreational Activities for students with disabilities.	4	80%	0	0%	0	0%	1	20%	0	0%
Total	32	64%	2	4%	8	16%	4	8%	4	8%

PART C:

The agreement with the availability of the services to students with disabilities

The third part is related to the agreement with the availability of the services to students with disabilities Table 3

Each question is rated from 1-5, **where 1 is Poor and 5 is Very Good**

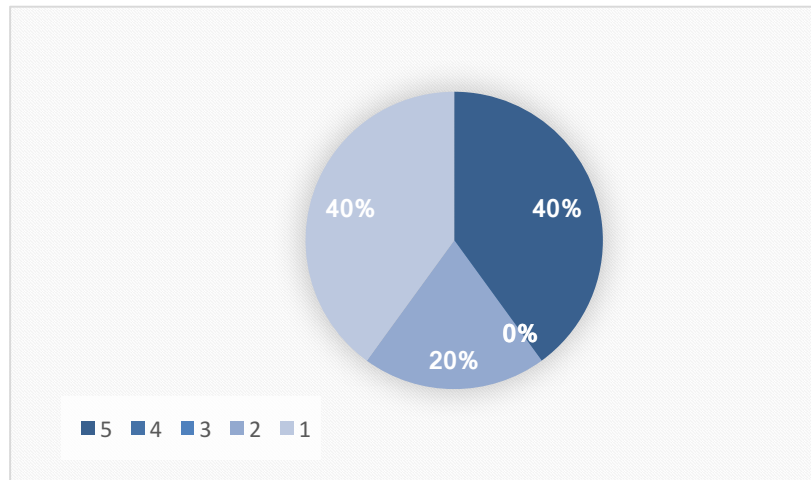
1	2	3	4	5
Strongly Disagree	Disagree	Undecided / Neutral	Agree	Strongly Agree

First paragraph:

An accessible university environment prepared for students with disabilities. Such as parking lots, restrooms, elevators, etc.

Figure 11, shows that two educational institutions agreed that the level of the service falls within the first level, one institution agreed that the service is within the second level, and two institutions agreed that the service is within the fifth level.

Figure 11: Agreement level, an accessible university environment for students with disabilities

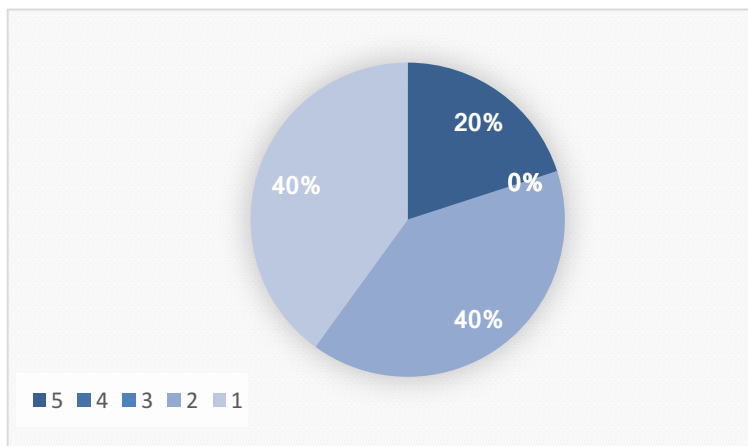


Second paragraph:

Appropriate study accommodations in the classroom.

Figure 12, shows that two educational institutions agreed that the level of this service falls within the first level, two institutions agreed that the service level is within the second level, and one institution agreed that the service level is within the fifth level.

Figure 12: Agreement level, appropriate study accommodations in the classroom

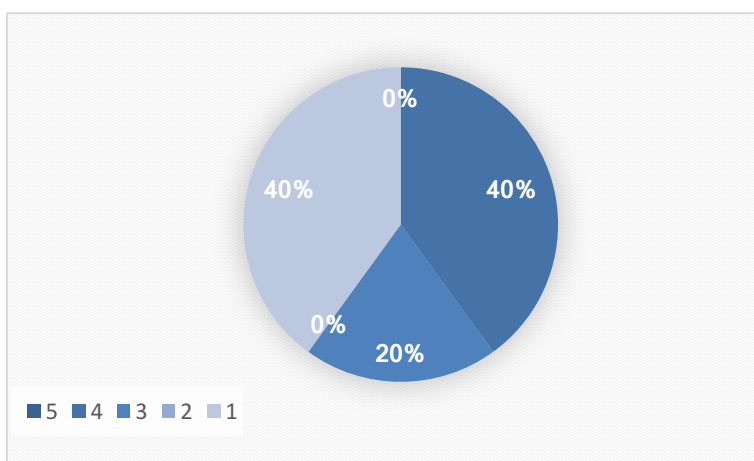


Third paragraph:

Appropriate teaching methods for students with disabilities.

Figure 13 shows that the agreement level of this service was within the first level for two institutions, the third level for one institution, and the fourth level for two institutions.

Figure 13: Agreement level, appropriate teaching methods for students with disabilities

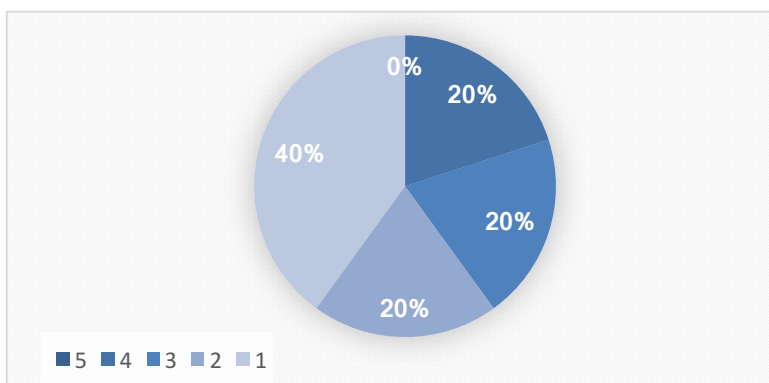


Fourth paragraph:

Administrative services in an appropriate way for students with disabilities.

The level of administrative services agreement of HEIs for students with disabilities, was within the first level for two institutions, the second level for one institution, the third level of agreement for one institution, and the fifth for one another institution, Figure NO.14

**Figure 14: Agreement level, administrative services
in an appropriate way for students with disabilities.**

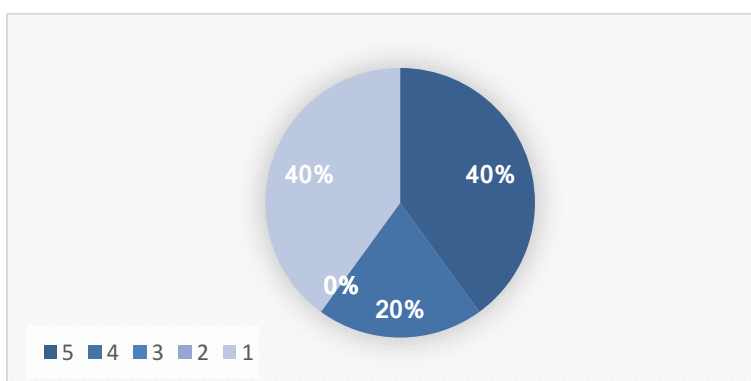


Fifth paragraph:

Financial support.

The HEIs agreement level with the financial support for students with disabilities was within the fifth level for two institutions, the fourth level for one institution, and the first level for two institutions, Figure 15

Figure 15: Agreement level, financial support.

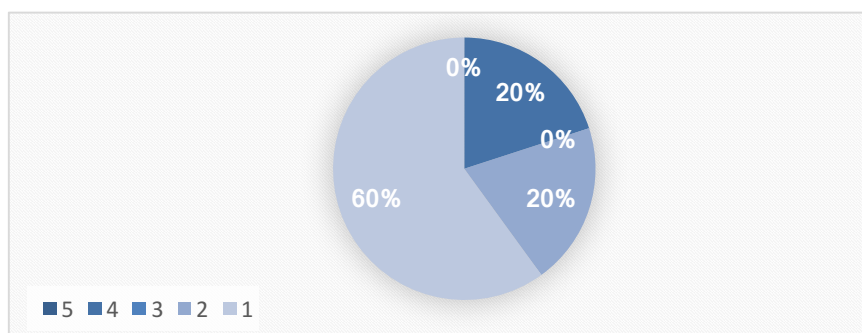


Sixth paragraph:

Accessible and equipped university facilities for students with disabilities, Such as the library, toilets, and restaurants, etc.

Figure 16 shows that that the agreement of this service was within the first level for three institutions, the second level of agreement of one institution , and the fourth level for one institution.

Figure 16: Agreement level, accessible and equipped university facilities for students with disabilities



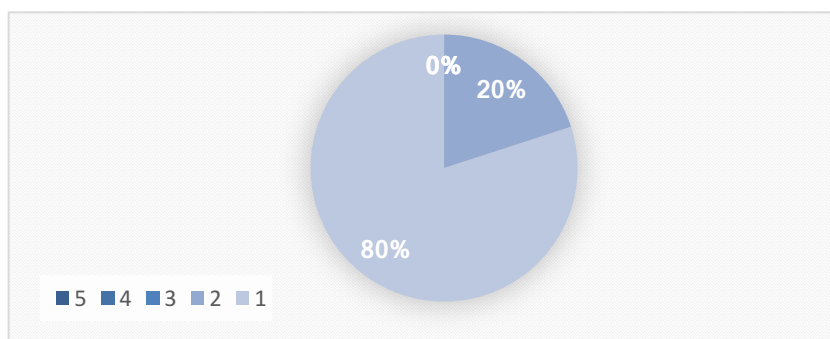
Seventh paragraph:

Modern technology equipment for students with disabilities.

(equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)

Figure 17 shows that that the agreement of this service was within the first level for four institutions, and the second level for one institution.

Figure 17: Agreement level, modern technology equipment for students with disabilities



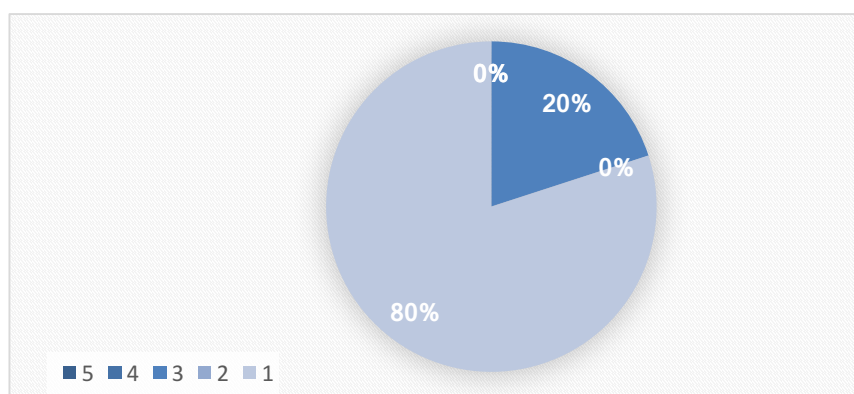
Eighth paragraph:

Specialized units dedicated to serve students with disabilities.

(in which adapted computer services are available)

Figure 18 shows that that the agreement level of this service was within the first level for four institutions, , and the fourth level for one institution.

Figure 18: Agreement level, specialized units dedicated to serve students with disabilities.

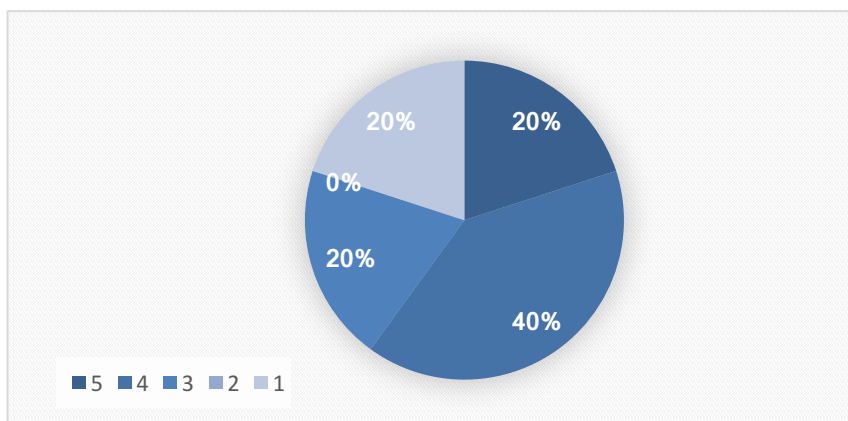


Ninth paragraph:

Psychological support services for students with disabilities.

The Psychological support agreement level for students with disabilities was within the first level for one institution, the third level of agreement for one institution, the fourth level for two institutions, and the fifth level of agreement for one institution, Figure 19

Figure 19: Agreement level , psychological support services for students with disabilities.



Tenth paragraph:

Recreational Activities for students with disabilities.

The Recreational Activities agreement for students with disabilities was within the first level for three institutions, and the fourth level of agreement for two institutions as shown in Figure 20

Figure 20: Agreement level, recreational activities for students with disabilities.

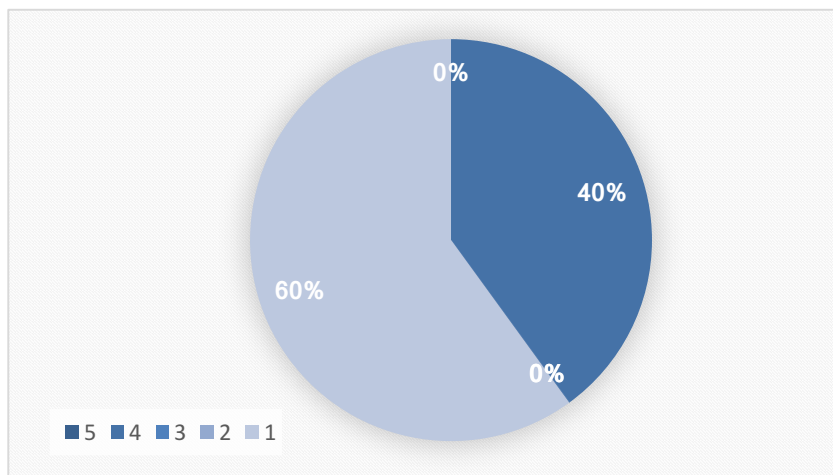


Table 3: The agreement with the availability of the services to students with disabilities

The agreement with the availability of the services to students with disabilities										
paragraphs	(Frequency)1	percentage	(Frequency)2	percentage	(Frequency)3	percentage	(Frequency)4	percentage	(Frequency)5	percentage
1) An accessible university environment prepared for students with disabilities. Such as parking lots, restrooms, elevators, etc.	2	%40	1	%20	0	0%	0	0%	2	%40
2) Appropriate study accommodations in the classroom?	2	%40	2	%40	0	0%	0	0%	1	%20
3) Appropriate teaching methods for students with disabilities?	2	%40	0	0%	1	%20	2	%40	0	0%
4) Administrative services in an appropriate way for students with disabilities.	2	%40	1	%20	1	%20	1	%20	0	0%
5) Financial support?	2	%40	0	0%	0	0%	1	%20	2	%40
6) Accessible and equipped university facilities for students with disabilities? Such as the library, toilets, and restaurants, etc.	3	%60	1	%20	0	0%	1	%20	0	0%
7) Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)?	4	%80	1	%20	0	0%	0	0%	0	0%
8) Specialized units dedicated to serve students with disabilities in which adapted computer services are available.	4	%80	0	0%	0	0%	1	%20	0	0%
9) Psychological support services for students with disabilities.	1	%20	0	0%	1	%20	2	%40	1	%20
10) Recreational Activities for students with disabilities.	3	%60	0	0%	0	0%	2	%40	0	0%
Total	25	%50	6	%12	3	%6	12	%24	4	%8

Part D:

Conclusion:

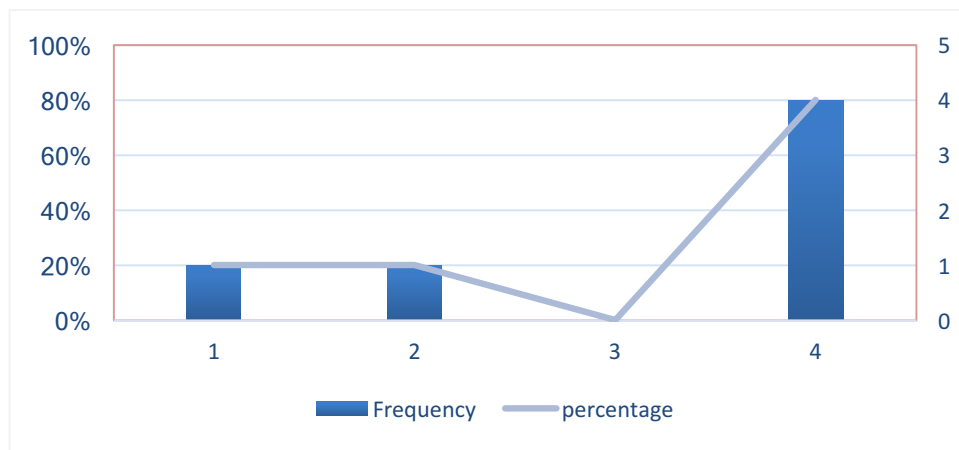
The HEIs marked the most appropriate regulations/services for their students with following frequency. Table 4

Table 4: Appropriate regulations/services for students with disabilities.

Paragraph #	Paragraphs	Frequency	percentage
1	Regulations for students with disabilities at our University are appropriate and institutional.	1	20%
2	Regulations for students with disabilities at our University need revision because they are lacking essential issues.	1	20%
3	Services that are available for students with disabilities at our University are appropriate and satisfactory to them.	0	0%
4	Services that are available for students with disabilities at our University needs revision. High tech equipment should be made available for better inclusive education experience.	4	80%

Figure 21 shows the frequencies and percentages of the appropriate regulations/services according to Table 4

Figure 21: The frequencies and percentages of the appropriate regulations/services



Conclusions

This report presents the most common findings on the current situation for the students with disabilities in the PC's.

The main results are:

1. There are significant challenges for the Inclusive Education in Higher Education.
2. There is a lack of services in general on all the dimensions of the questionnaire
3. At the level of infrastructure, there are some services provided by some universities, and these services must be enhanced.
4. There is a lack of equipment and technological tools

References:

- Palestinian Central Bureau of Statistics, PCBS, 2019, Palestine, <https://www.pcbs.gov.ps/postar.aspx?lang=ar&ItemID=3606>
- Law on the Rights of the Disabled Palestine, No.4, 1999, <http://muqtafi.birzeit.edu/pg/getleg.asp?id=13211>
- Higher Council for the Right of Persons with Disabilities HCD, 2017, Jordan, <http://hcd.gov.jo/en/content/law-rights-persons-disabilities-no-20-year-2017>
- Disabilities in Jordan, Department of Statistics, 2004, https://www.unescwa.org/sites/default/files/event/materials/event_detail_id_481_disability_jordan.pdf

Annexes

Mark with X the appropriate column (Y: Yes - N: No - NA: Not applicable)

A. Do you have regulations at [Your Institution/HEIs at PCs] to provide the following services to students with disabilities?				
	Y	N	NA	Comments
1) An accessible university environment prepared for students with disabilities. Such as parking lots, restrooms, elevators, etc.		N		
2) Appropriate study accommodations in the classroom?		N		
3) Appropriate teaching methods for students with disabilities?		N		
4) Administrative services in an appropriate way for students with disabilities.		N		
5) Financial support?		N		
6) Accessible and equipped university facilities for students with disabilities? Such as the library, toilets, and restaurants, etc.		N		
7) Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)?		N		
8) Specialized units dedicated to serve students with disabilities in which adapted computer services are available.		N		
9) Psychological support services for students with disabilities.		N		
10) Recreational Activities for students with disabilities.		N		

Edu4ALL D1.1.2 Current Practices of Inclusive Education (IE) in HEIs at PCs

Answer each question with an evaluation from 1-5, where 1 is Poor and 5 is Very Good.

B. What is the level of quality of the following services provided to students with disabilities at [Your Institution/HEIs at PCs]?					
	1	2	3	4	5
1) An accessible university environment prepared for students with disabilities. Such as parking lots, restrooms, elevators, etc.	X				
2) Appropriate study accommodations in the classroom?	X				
3) Appropriate teaching methods for students with disabilities?	X				
4) Administrative services in an appropriate way for students with disabilities.	X				
5) Financial support?	X				
If response 2-5, how much is the support and what are the forms of financial support they get?	Form of support: Amount of support:				
6) Accessible and equipped university facilities for students with disabilities? Such as the library, toilets, and restaurants, etc.	X				
7) Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)?	X				
8) Specialized units dedicated to serve students with disabilities in which adapted computer services are available.	X				
If response 2-5, how many units are there in your organization?					
9) Psychological support services for students with disabilities.	X				
10) Recreational Activities for students with disabilities.	X				

Answer each question with an evaluation from 1-5, based on your agreement level

1	2	3	4	5
Strongly Disagree	Disagree	Undecided / Neutral	Agree	Strongly Agree

c. Express your agreement with the availability of the following services to students with disabilities at [Your Institution/HEIs at PCs]?					
	1	2	3	4	5
1) An accessible university environment prepared for students with disabilities. Such as parking lots, restrooms, elevators, etc.	X				
2) Appropriate study accommodations in the classroom?	X				
3) Appropriate teaching methods for students with disabilities?	X				
4) Administrative services in an appropriate way for students with disabilities.	X				
5) Financial support?	X				
6) Accessible and equipped university facilities for students with disabilities? Such as the library, toilets, and restaurants, etc.	X				
7) Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations)?	X				
8) Specialized units dedicated to serve students with disabilities in which adapted computer services are available.	X				
9) Psychological support services for students with disabilities.	X				
10) Recreational Activities for students with disabilities.	X				

1. Other issues (add rows/columns as needed)

Column #1	Column #2	Column #3

2. General questions

Section one: group of questions	
1	Question #1?
2	Question #2?

3. Comments

Comments, suggestions

4. Conclusion (Mark with X the appropriate line)

In conclusion, mark the appropriate sentence regarding the regulations/services to students with disabilities at your institution.

Regulations for students with disabilities at our University are appropriate and institutional.	
Regulations for students with disabilities at our University need revision because they are lacking essential issues.	
Services that are available for students with disabilities at our University are appropriate and satisfactory to them.	
Services that are available for students with disabilities at our University needs revision. High tech equipment should be made available for better inclusive education experience.	