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## ALIGN: ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES HIGHER EDUCATION NETWORK : IN THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS (ASEAN)

### CASE STUDIES

MARCH 2021





A SERIES OF CASE STUDIES PRESENTED BY:

PHILIPPINE NORMAL UNIVERSITY, PHILIPPINES  
UNIVERSITI PENDIDIKAN SULTAN IDRIS, MALAYSIA  
UNIVERSITAS KRISTEN, INDONESIA  
HUE INDUSTRIAL COLLEGE, VIETNAM



## ABOUT THE PROJECT

This project will develop a network in the ASEAN region to improve access and inclusion for students with disabilities in higher education. The project is funded by the Academy of Medical Sciences (GCRF Networking Grant) and runs from October 2019 – October 2020 (*extended due to COVID-19 to June 2021*).

The network comprises an interdisciplinary mix of partners from the Philippines, Malaysia, Indonesia, and Viet Nam and is crucial to identifying challenges facing disabled people in higher education in the ASEAN region. Importantly, it will also enable sharing of current support and practices, reasonable adjustments, and use of assistive technology across disciplines.

## WHY IS THERE A NEED FOR THIS NETWORK?

Underrepresentation and poor achievement of disabled people in higher education (HE) is a global challenge, including in ASEAN countries, where gaps between achievement of disabled and non-disabled people are greatest (UNESCO, 2018). Discriminatory policies and practices impact on all disabled people, and a current gap in understanding and sharing data on the extent of the challenge highlights the importance of the ALIGN network.

## PARTNERS

Coventry University, UK (Co-Lead)  
 Philippine Normal University, Philippines (Co-Lead)  
 Universiti Pendidikan Sultan Idris, Malaysia  
 Universitas Kristen, Indonesia  
 Phu Xuan University, Viet Nam  
 Viet Nam National Institute of Education Sciences, Viet Nam

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## CASE STUDIES

The following case studies give an overview of some of the current practice taking place in institutions within the network, that aids our understanding of where the gaps are, and what needs to happen in the future. From the case studies presented, the following challenges have been identified:

- (1) Disclosure of disability: There is a general reliance on disclosure at enrolment stage, or dependence on a diagnosis at pre higher education entry.
- (2) Screening tools: Tools described are more commonly used for physical disability. This could be a problem for some students who find it challenging to self-declare, or do not realise that they have a condition upon entering a programme of study,
- (3) Awareness and training: Lack of general awareness on the challenges and opportunities for students with disabilities (SWD), particularly in unseen disabilities such as neurodiverse conditions. There is an opportunity for capacity building amongst teachers, support staff, parents and students in the ASEAN region.
- (4) Funding: Lack of specific funding programmes and scholarships to fund support for SWD (for example assistive technologies).
- (5) Assessment strategies: There is a variation of different assessment strategies available to SWD. Most commonly, extra time is given for assessment, though other assessment adaptations are not evident.

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- (6) Support services: Although some support services exist, and there are good models in place (i.e. buddy systems), there is a reliance on peers to take notes for SWD, or to help them physically move between classes.
  - (7) Exclusion on programmes: Some SWD are excluded from entering certain programmes of study. The rationale for this is unclear and needs further investigation.
  - (8) Definition: The definition of disability should be considered jointly, with a charter or a pledge on how institutions are moving towards improvements and developments.
  - (9) Approaches: There is the potential for capacity building to reduce some of the individual approaches to supporting SWD to make them more consistent and systemic.

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## PHILIPPINE NORMAL UNIVERSITY (PNU)

### PHILIPPINES

**Number of students: 5000+**

PNU Manila has 3400 students (approximately 1400 females and 900 males) at undergraduate and 1800 (approximately 1300 females and 500 males) at in graduate level. There are about 200 students in PNU South Luzon, 340 in PNU Visayas, 360 in PNU North Luzon, and 660 in PNU Mindanao.

**Number of campuses: 5****Background of the University:**

The Philippine Normal University has become a leading university in teacher education since its creation as Philippine Normal School (PNS) in 1901. The Philippine Normal School then was the first institution of higher learning established by the Americans during their occupation of the Philippine Islands in 1900. PNS was created by Act 74 of the Philippine Commission to train Filipinos in the Science of teaching to enable them to teach in the country's public schools. PNS was formally opened on September 1, 1901. There were eight (8) American Superintendents that supervised the operation of the school until the designation of Mr. Manuel Escarilla in 1939 as the first Filipino superintendent of PNS.

In July 1, 1949, Republic Act 416 was established converting PNS to Philippine Normal College. The law also mandated that right of PNC to confer the degrees Bachelor of Science in Elementary Education and Master of Arts in Education. In 1963, with the approval of Republic Act 3562, Philippine Normal College became the partner of the Department of Education and Culture (DEC) now the Department of Education (DepEd), in the training of teacher scholars for blind children.



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On December 26, 1991, President Corazon Aquino signed into law the conversion of Philippine Normal College into a state university now known as the Philippine Normal University. With this transformation, the university has expanded its offering from undergraduate and masters in teacher education and education science courses to various fields of education sciences at doctorate level.

The path of PNU as a specialised university in teacher education and education science was strengthened by the recent law, RA 9647, declaring PNU as the National Center for Teacher Education (NCTE) on June 30, 2009. As NCTE, PNU has achieved major milestones in Teacher Education. Besides developing more than 15 undergraduate Outcome Based Teacher Education Curriculum and more than 25 Outcome Based Graduate Teacher Education Curriculum at masters and doctorate level, it has developed the Philippine Professional (PPST) now being utilised by the Department of Education to assess their teachers. The PPST is a set of quality standards of performance in education that teachers follow, and includes 37 domains, one of which being the 'diversity of learners'. This domain has indicators for supporting learners with disabilities, giftedness and talents across four career stages.

PPST was developed in partnership with the University of New England in Australia. PNU has also built its network not only within the country but also in the international arena. From the establishment of National Network of Normal Schools in the Philippines, the university has also established the ASEAN Teacher Education Network which is composed of leading Teacher Education Institutions in ASEAN. These two teacher education networks are important avenues for PNU and its network to fulfil their research mandate. Linkages with other universities in Asia and beyond were also forged to strengthen collaboration and partnership in Teacher Education.

Today, PNU has reinforced its role as NCTE by making the campuses focus on emerging concerns in the region. PNU South Luzon in Lopez, Quezon was directed to become the Technology and Livelihood Education Hub, PNU North Luzon in

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Alicia, Isabela as the Indigenous Peoples' Education Hub, PNU Visayas in Cadiz, Negros Occidental and the Environmental Education Hub and PNU Mindanao as the Multicultural Education Hub.

Through the years, PNU and its campuses have supplied quality graduates that were deployed in various public and private schools and some of them are holding key positions in the Department of Education, in private schools and even in higher education institutions.

### **Definition of Disability:**

So far, the university has no definition of disability. However, as a public institution, PNU adheres to the definition of disability based on national policies as written below. In the Republic Act 7277 or the Magna Carta for Disabled Persons as amended by 9442 or Magna Carta for Persons with disability, disability means restriction of different abilities, as a result of a mental, physical or sensory impairment, in performing an activity in the manner or within the range considered normal for a human being.

Similarly, the Republic Act 10754 or an Act Expanding the Benefits and Privileges of Persons with Disability, disability means:

**“a physical or mental impairment that substantially limits one or more psychological, physiological or anatomical function of anatomical function of an individual or activities of such individual; (2) a record of such is impairment; or (3) being regarded as having such impairment.”**

Likewise. Article 78 of the Labor Code of Philippines defines disability as handicapped workers or those whose earning capacity is impaired by age, or physical, mental deficiency, or injury.



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## **Screening tools for SWD:**

Medical examination is part of the screening process at enrolment stage, and all students are encouraged to self-report on their conditions.

Interventions are also undertaken once they are enrolled in the university. There is an annual medical examination where medical professionals collect data and handle new cases along with the Office of Student Affairs and Student Services (OSASS).

The OSASS handles the Special Population Group which includes working students, athletes, student parents, foreign students, and those with disabilities. Through their project called PNU-PIES (Philippine Normal University - Promoting Inclusive Education and Social Equality), these students are provided with special programs, developmental sessions, peer facilitation training, and focus group discussions, handled by licensed guidance counsellors and support from a blind professor.

## **Funding and scholarships available for SWD:**

PNU provides the following scholarships that covers all students, though there are none specifically for SWDs only.

1. University Entrance Scholarships given to high school graduates (qualified students with or without disabilities) who graduated as valedictorian, salutatorian, 1st, 2nd, and 3rd honourable mention. The entrance scholar continues to benefit from the scholarship until graduation provided s/he satisfies the criteria.
2. Philippine Normal University Academic Scholarships are awarded to top twenty (20) students (with or without disabilities) across all levels with GPA of not less than 90%, provided that they carry an academic load of at least 24 units during the semester and provided further that they have no grade below 85% in any previous school term.
3. Scholarship for athletic and performing groups such as: PNU Chorale, Rondalla Scholarship, and PNU Varsity; and

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#### 4. Scholarships sponsored by Private Organizations and Government

Institutions are full or partial scholarships from private organizations and government institutions that shoulder the payment for tuition fees and miscellaneous fees and/or other scholarship stipend/benefits. Annual Gathering for Scholarship Donors is also conducted for the maintenance and continuous collaboration with scholarship donors. The activity serves as an opportunity for all scholars (with or without disabilities) to meet and get updates.

### **Student support services available for SWD:**

Support services for disabled students are given through the services of (OSASS), University Health Services Unit, Library, Facilities Management and Sustainability Services, and other offices of the University.

The PNU PIES programme delivered through OSASS works on the principle that everyone can achieve his/her goals, including under special circumstances. These goals can be realised through a supportive environment for personal renewal and social transformation. Its vision is to develop a special population program which will facilitate the holistic growth of students into responsible and excellent educators. Its mission is to support the academic, career and personal-social needs of the special population group. Those falling into special group status includes single mothers, blind students, those with psychosocial disorders, working students, student athletes, foreign students, and student parents. The PIES provide the following programs:

- academic and faculty adviser's meeting
- leadership and sustaining academic motivation for PNU Scholars
- peer-facilitation training
- seminar in teaching the blind students
- training for student parents
- roundtable meeting with special population group and school administrators
- athletes and performers training

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- plans on improving academic and work productivity
  - foreign students training

Basic medical services are rendered to disabled or students? by qualified health professionals and include health examinations, referral to other centers (both government and non-government organizations) for further/special care when necessary. Other services include: basic health services, first aid, consultation, and treatment, oral health care and basic dental procedures, provision of initial dose of available medicines for minor illness, monitoring of chronic diseases such as diabetes mellitus and hypertension, health counselling, and provision of blood pressure and blood sugar examination. Facilities available include a **counselling room:**



The PNU Library has a conference room, audio - visual theatre, archives, teacher education museum and viewing room that can accommodate the needs of students with disabilities. It has sections for general and subject references sources, Filipiniana materials, graduate and undergraduate books, theses, and dissertation.

Qualified readers, taped tests, or other effective methods of delivering materials to individuals with visual impairments are provided. Staff or library personnel provide assistance to SWDs in the use of the various library facilities. There is also a plan to provide a designated section in the library for SWDs.

**Library sections:**

The Facilities Management and Sustainability Services ensures the construction and renovations of existing facilities to comply with Accessibility Law like elevators, comfort rooms, and ramps for SWDs.

Frontline offices such as the cashier and disbursement office, Office of the University Registrar, Accounting Office and others provide priority lanes for persons with disabilities, senior citizens and pregnant women.

**Assistive technology available for SWD:**

The University offers auxiliary aids to students with disabilities. These include qualified readers, taped tests, or other effective methods of delivering materials to individuals with visual impairments. Stair ramps, adaptive tables and chairs, access to a dormitory space, toilet and washrooms, signage for the blind and stickers are also provided.

The university has software, hardware, and tools for training purposes since the university offers Masters in Special Education. However, students with disabilities are expected to buy their own gadgets and software.

The Learning Management System of the University provides learners with disabilities online access to classrooms and their grades. For instance, blind



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students access their online lessons with the use of their personal assistive technology. A blind faculty member who is well trained in the use of assistive technology is usually consulted by members of the Faculty in designing instruction for students with disabilities.

### **Learning and Teaching for SWD:**

Faculty Members practice several strategies in dealing with learners with disabilities. This can, on occasion mean formal training, however, most learn informally. These strategies include special training, assessment and instructional strategies, consultation with specialists, and the use of digital technologies.

#### *Special Training of Faculty*

In the case of the Institute of Physical Education, Health, Recreation, Dance and Sports, the faculty members receive special training on how to work with pre-service students who are visually impaired.

In addition, training for both pre-service and in-service teachers on universal design for learning (UDL) and differentiated instruction is conducted to prepare them in handling diverse learners including learners with disabilities. These approaches in instruction are also taught in the course Foundations of Special and Inclusive Education which all pre-service teachers undertake in their Professional Education Course.

#### *Teaching Learning Strategies*

In general, students with disabilities are mainstreamed in their classes. However, it is important that the faculty should give clear instructions in their lectures and make use of different modalities in teaching so as to address the varied needs of learners. For instance, students who are visually impaired can cope with the demands of courses in Physical Education as long as lectures and instructions are clear. Similarly, for those who major in Teaching History and English Language Teaching, the faculty members ensure that their lectures are clear. Most visually impaired students who come to PNU to take up teaching have already acquired competencies

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in the use of assistive technology like the use of braille or digital technologies. In fact, one visually impaired student was able to compete and won a Fullbright Scholarship in the United States. He is now teaching English in the Faculty of Arts and Languages in PNU. Thus, there are adjustments and adaptation strategies that the faculty have employed whenever they have students with disabilities.

#### *Consultation with Specialists in Special Education*

Fortunately for PNU, we have a degree program - Masters in Special Education Teaching the visually impaired, hearing impaired, intellectually gifted and intellectually challenged. Hence, we have specialists whom other faculty members can consult with whenever they have students with disabilities.

#### *Assessment Strategies*

Students with disabilities are supported to perform the same assessment tasks given to other students in the class. For instance, there are faculty members who allot extra time for assessment of these students. However, some faculty members provide alternative tasks if necessary.

Classmates might be called on to read examination questions to a visually impaired student or some students are accompanied by their mother or guardian when they attend classes. Thus, the mother or guardian is the one reading the questions for them. Recording lectures with the use of mobile phone is permitted so the student with visual impairment can have more time to focus on it after the class period.

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## UNIVERSITAS PENDIDIKAN SULTAN IDRIS (UPSI) MALAYSIA

**Number of students: 20,493 (50 with declared disabilities)**

**Number of campuses: 2**

UPSI has two campuses namely the Sultan Abdul Jalil Shah Campus (KSAJS) and the Sultan Azlan Shah Campus (KSAS) who are leaders in education based on the glorious history and leading global change. The main campus is on a 300-acre site in the town of Tanjung Malim that straddles both the Perak and Selangor state border. A new campus is on an 800-acre (3.2 km<sup>2</sup>) site in the new township of Proton City, 5 kilometres from the current campus.

### **Background of the University:**

Universiti Pendidikan Sultan Idris or Sultan Idris University of Education (UPSI) was established in 1922 and was known as the first Teacher Training College of Malaya. It is known as one of the oldest universities in Malaysia. UPSI was later upgraded to a full university institution on 1 May 1997, an upgrade from their previous college status. The aim of providing exceptional leadership in the field of education continues to today and the University has produced many quality graduates to act as future educators to students in the primary and secondary level. The name of UPSI reflects the symbol of excellence because this is the only university that specializes in teacher training and education programs of study at first degree and postgraduate levels.

Nine faculties have been established:

- Faculty of Arts, Computing and Creative Industries (FSKIK)
- Faculty of Science and Mathematics (FSMT)

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- Faculty of Management and Economics (FPE)
  - Faculty of Sports Science and Coaching (FSSK)
  - Faculty of Music and Performing Arts (FSMP)
  - Faculty of Languages and Communication (FBK)
  - Faculty of Social Sciences and Humanities (FSK)
  - Faculty of Technical and Vocational Education (FPTV)
  - Faculty of Human Development (FPM)

### **Definition of disability:**

UPSI does not have its own definition or policy. UPSI refers to national policy to define disability as below:

#### **1. Education (Special Education) Regulation 2013**

This policy defines a student with a disability as a pupil/student who is certified by a medical practitioner, an optometrist, an audiologist or psychologist, as the case may be, whether in service of the government or not, as a pupil/student having:

- a) Visual disability
- b) Hearing disability
- c) Speech disability
- d) Physical disability
- e) Learning difficulties or
- f) Any combination of the disabilities or disabilities and difficulties referred to in paragraphs (a) to (e).

#### **2. Person with Disabilities Act 2008**

**“This Act defines persons with disabilities include those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society.”**



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### **Screening tools for SWD:**

At UPSI, screening is not undertaken because SWD usually have already identified conditions in primary and secondary school negating the need to repeat screening at University level. All SWD carry an identification card which is issued by the Ministry of Social Welfare based on the diagnoses certified by a medical practitioner, an optometrist, an audiologist or psychologist. Identification of SWD in UPSI is undertaken based on:

1. disability card holder
2. disability status in admission form
3. disability status in academic record

Interventions are needed at all levels depending on their needs for both seen and unseen disabilities.

### **Funding and scholarships for SWD:**

For funding, all SWD in UPSI may receive a scholarship from the Ministry of Education (MoE). The scholarship covers study fees, hostels and daily expenses. SWD can apply for financial assistance from the social welfare unit which is provided by the Islamic Center in UPSI. The financial assistance is limited and not every SWD will get it.

### **Student Support Services for SWD:**

Support is given to SWD in UPSI. Basic facilities and services which are available at UPSI include:

1. residential (hostel in campus during duration of study)
2. type of residential in hostel for SWD (Single/ Shared)
3. transportation service in campus
4. health centre in campus
5. counselling services (special case for SWD)

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6. disability welfare centre (special case for SWD).
  7. toilet for SWD
  8. parking lot for SWD
  9. ladder holder
  10. walkway
  11. braille services
  12. buddy system
  13. peer volunteer
  14. peer reader

### **Assistive Technology for SWD:**

The University Integrated Management System (UIMS) is an innovative web-based application developed by skilled programmers and developers of the ICT Centre, management team, faculty administrators, education experts, financial managers, human resource managers, and technology experts of Universiti Pendidikan Sultan Idris. The SMBU integrates all the comprehensive modules, accessible through the web which has single sign-on feature. The main modules are MyUPSI Portal, MyFIS, MySIS, MyGuru2 and MyHRA. SMBU fulfils management needs and has proven to increase the efficiency of the organization as a whole since it was implemented in 2008. UPSI continues to embed the latest technology into the business including teaching and learning management. The E-learning portal is integrated into the SMBU.

#### *The benefit of MyGuru2 to SWD:*

i) SWD can undertake preparation before class and can use materials to revise at any time when it is needed. The main content in MyGURU2 includes course descriptions and learning material (lecture notes, video, slides or any other learning material). It is easier for SWD to use a self-directed learning approach as an option obtaining the notes which are uploaded by lecturers. However, students with visual impairment need help from others as JAWs software works on voice recognition rather than being able to detect text.

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ii) SWD undertake learning activities via MyGuru2 such as using forum platforms, accessing announcements, submission of assignments, monitoring reports in the 8<sup>th</sup> week of the semester, online assessment, course mate interaction, private messaging, learning evaluation or web conferencing.

*The benefit of Student information system (SIS):*

Student information system (SIS) will allow students to register, drop, defer or withdraw from study. Most SWD can access MySIS with or without help from peers but students with visual impairments need a peer volunteer or peer reader to read instructions.

Students also have access to JAWS software and peer reader to assist with note taking.

**Learning and Teaching for SWD:**

Modes of teaching delivery used at UPSI include face-to-face learning and online learning. Face to face lectures and tutorial classes are run in a lecture hall, studio, laboratory or classroom. In some cases, SWD are given individual teaching/learning sessions, especially for students with hearing impairment and visual impairment. For online learning, e-forum is the best teaching and learning method for students to engage. Lecturers upload the task material and students are given a period of time to complete the task. Lectures are not currently captured for students.

The assessment at UPSI is done through coursework and examination. Coursework assessment can be based on individual or group assignment, individual or group project, or a practical assignment. Examination format includes tests, quizzes or final examinations. Methods of assessment/ evaluation implemented are also either Formative (Test and Quiz), Summative (Project and Practical), or Holistic (Soft Skills) and Flexible.

UPSI does not provide note takers for SWD, however lecturers must be aware of SWD and modify and prepare teaching and learning material whether slides or

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lecture notes and adapt assessments where possible. The material must be uploaded before class in the LMS (Learning Management System) so that it is easier for SWD to undertake preparation before class starts. Students with hearing impairments can take notes during lectures but student with visual impairments, either require a note taker, or JAWS software and peer reader to help them access lecture notes.



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## UNIVERSITAS KRISTEN INDONESIA (UKI)

**Number of students: 5598**

**Number of campuses: 2**

### **Background of the University:**

Established in 1953, Universitas Kristen Indonesia (UKI) is the oldest Christian University in Indonesia and the third private university in Indonesia.

The idea of establishing a university based on Christian belief actually started before the WWII within Christian scholars who were associated with the church, the Christian secondary education and the overseas missionary organizations (the *zending*--the Dutch term that is commonly used to refer to the German and Dutch missionary in Indonesia). Three Christian scholars, Todung Sutan Gunung Mulia, Yap Thiam Hien, and Benjamin Thomas Phillip Sigar who founded UKI foundation started the university with only two faculties, the Faculty of Philosophy and Letters with two departments, i.e. Education and English and the Faculty of Economics. The two faculties served as a higher learning and/or training school because Indonesia, gaining its independence only 8 years prior to the establishment of the university, was in need of skilled human resources in its development, particularly teachers and educators to speed up nation building in the country. In its inaugural address of the Establishment of UKI, Sutan Gunung Mulia, the first rector, said that "*the establishment of the university was indeed a significant contribution of Christian scholars and community in Indonesia to the new emerging country*".

In the course of time the university developed into eight faculties, namely, the Faculty of Education and Teachers' Training, Faculty of Literature and Language, and Faculty of Economics and Business (established in 1953), Faculty of Law (established in 1958), Faculty of Medicine (established in 1962), Faculty of Engineering (established in 1962), Faculty of Social and Political Sciences

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(established in 1996), and Faculty of Vocational Sciences (2019). The Faculty of Vocational Sciences houses several study programs, namely, Tax Management, Banking, Physiotherapy, and Nursing. These vocational study programs are designed to produce skilled labour who are needed in the labour market.

In the Graduate School, UKI houses 6 graduate programs, namely, Educational Management, Christian Education, Management, Law, Architecture and Electrical Engineering; and two post graduate programs, namely, Law and Christian Education.

Every year, UKI admits around 1300 new students in its 8 faculties and the graduate school. Last year, the University admitted 43% male and 57% female students in all study programs.

UKI has two campuses. The main campus houses the undergraduate programs and the Diponegoro Campus is mainly for the graduate school.

### **Definition of disability:**

So far, the university has no definition of disability. However, as an education institution, Universitas Kristen Indonesia adheres to the definition of disability based on national policies. The following are laws/regulations which define disability and their rights:

**1945 Constitution, chapter 27, about Human Rights, depicted in the law: points (1): Every citizen is equal before the law and (2): Every citizen has rights to employment and life;**

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Law Number 8 in 2016 about Disability (translated for this document)

**“People with disabilities are those with physical, intellectual, mental and/or sensoric limitation in a long period and who in their interaction with the surrounding are incapacitated to fully and effectively participate with other citizens based on equal rights”**

Chapter 38 Law Number 39 in 1999 about Human Rights which state about citizens’ rights to jobs, income and, regardless their gender.

In Indonesia there are 114 Laws, Government regulations and Presidential Decree and Local Government regulations which relate to disability, equal rights and opportunities for people with disabilities, comprising:

1. 40% law
2. 39% Government regulations
3. 19% Local Government regulations
4. 2% Presidential Decree

### **Screening tools for SWD:**

The Office of Admissions is responsible for the administration of the various admission tests for undergraduate, graduate and postgraduate programmes. The admissions allow incoming high school leavers to choose their study programmes. Usually, natural science majors in high school can go to any study programs, however social science majors can only choose social science study programs. Pre-enrolment of incoming students and their placement in the chosen courses and areas of specialisation is based on the results of the qualifying examination administered.

Medical examination is only part of the screening process for those who want to study Medicine. Enrolment to medical school is different since many requirements are to be fulfilled, including a colour blindness test.

Universitas Kristen Indonesia so far does not have regulations or policies concerning admission for SWD. Several study programs do not admit people with physical disability or any other kind of disabilities (for example, medical sciences, physiotherapy and professional study programmes).

UKI has a guidance and counselling unit that helps students (including students with disabilities and parents when they need assistance, especially to keep up with academic requirements). This unit is under the Institute for Personality and Character Development which are responsible for development of interpersonal skills and character building.

### **Funding and scholarships for SWD:**

UKI does not allocate scholarships exclusively to people with disabilities, however, all students have equal opportunities to secure:

1. University Entrance Scholarships for high school graduates (qualified students with or without disabilities) who graduated with average score  $\geq 80$  in their high school reports.
2. Full scholarships for 20 new students from the beginning until graduation for those who pass examination for full scholarships provided s/he satisfies the criteria.
3. Scholarship for athletes.
4. Full or partial scholarships from the Government: Presidential scholarships, local government scholarships, provincial government scholarships.
5. Scholarships from private companies in Indonesia.
6. Alumni scholarships which provide students not only with tuition fees but also dormitory.



## **Student Support Services for SWD:**

General support for all students includes access to:

1. Academic advisor who functions as a guide for a student since the time of admission to help students not only with academic performances and reports but also other matters that concern students such as achieving good grades or adapting to campus life or the higher education learning system.
2. Vice dean who is responsible for student affairs.
3. Administrative and other support services for students are coordinated under the Vice Rector for Students Affairs, Legal Affairs and Cooperation. This office is responsible for all student activities and services.
4. Support for SWD (and other students if required), include access to:
  - General student counselling:
  - Study counselling
  - Spiritual Guidance
  - Students' bible study clubs
  - Christian Ethics Tutorials
5. Health facility: The University provides general medical services to students and lecturers staffed by health professionals from the Faculty of Medicine's Teaching Hospital. Situated in the Cawang main campus area it is also ready to provide health services if needed.
6. Sport lab facility, which can be used by students or faculties. It is equipped with gym facilities and supervised by professionals who are also lecturers on the physiotherapy study program of the Faculty of Vocational Sciences.

## 7. Facilities:

- There are two main buildings at UKI's main campus at Cawang. Only one has an elevator facility. The other one is now in the process of building an elevator.
- Spacious parking space
- Football court
- Basketball and Futsal sport facility

Aside from the above, UKI has a Golden Kid Unit which is lab school in the Faculty of Education and Teacher's Training for children with disabilities. Every year, this lab school graduates students who pass the national examination. The below picture is from the graduation ceremony of Class 2019.



**Graduation ceremony of Class 2019**



**Handy-craft made by the children**

UKI also has a Modern Physiotherapy Lab for students to practice which is also open to the public.



**Students practising**

The indoor sport facilities are also available:



**Opening of Sports and Health Centre**

### **Assistive Technology for SWD:**

In general, technologies, gadgets or laptops needed by our disabled students are so far provided by themselves according to their needs. However, we have subscribed to Microsoft Teams to support faculty members and students in teaching and learning. Although it is not meant specifically for disabled students, it helps students in communicating with teachers, and provides access to recorded teaching materials should they need to study them at their own pace.

The physiotherapy study program also has programs in the provision of physical equipment such as wheelchairs. UKI with the Faculty of Engineering, which runs electrical engineering and mechanical engineering study programs, has a huge potential to develop assistive technology for our future students with disabilities.



**Learning and Teaching for SWD:**

Faculty staff in several study programs are equipped with strategies in dealing with SWD. However, there is currently no university wide strategy to support SWD. To date, students with disabilities have been given assistance by individual teachers or by their academic advisors who also help students if they have difficulties in communicating with other teachers. Leaders of faculties stress to faculty members the need to treat SWD as equal to other students but in need of special attention.

Academics are made aware of the students who have disclosed disabilities, so they are prepared to have them in their classrooms. Guidance is provided, should they need additional help in dealing with specific students.

Because of the existing Golden Kid Lab School---which admits primary and secondary students with disabilities, under the Faculty of Education and Teachers' Training, the Guidance and Counselling Study Program provides training and awareness seminar to teachers and students.

**Further notes**

1. Since attention has been made to access for disabilities to higher education, Universitas Kristen Indonesia is planning to prepare facilities and infrastructure to welcome students with different kinds of disabilities
2. Local government regulations have stated that all public facilities must be equipped for people with disabilities. UKI must adhere to these specific regulations.

## HUE INDUSTRIAL COLLEGE (HueIC) VIET NAM

**Number of students: 4000**

**Number of campuses: 3**

### **Background of the University:**

Hue Industrial College (HueIC) is one of the oldest vocational-training centers in Vietnam, established on October 27<sup>th</sup>, 2005 according to Decision No.6092/QĐ-BGD&ĐT. Its precursor was Ba Cong high school established on September 12, 1899 under a Decree of Thanh Thai King. These days, historical relics constructed during the French colonial period still can be found in college campus. HueIC is under the management of Ministry of Industry and Trade. It consists of 11 faculties, 6 functional departments and 5 centers.

The Primary mission of Hue Industrial College is to provide diversified, high quality human resources in industry, towards international integration, transfer of technological-scientific research and consultancy in economics and technology to enterprises, industrial businesses and hi-tech manufacturer. With an aim at attaining this final mission, the following short-term mission and vision are sketched out.

**Vision – 2025:** Hue Industrial College is striving to become an advanced training center towards international integration, national industrialization and modernization path as well as a technology transfer center serving development demands of Vietnam and the Southeast Asian Region.

### **Mission – 2020:**

- Create a friendly working and learning environment
- Apply advanced technology (I.E 4.0) in teaching and learning activities

HueIC provides a wide range of majors in accordance with the different training channels (College courses, Professional Training Junior College, Vocational Training course). According to the latest report, there are over 3000 full time students and another 1000 short-term course



students studying at HueIC. HueIC also provides short-term training courses on IT, foreign languages, Yamaha Motorbike repairing, sewing technique, Entrepreneurship and Innovation Skills and other intensive programs in collaboration with domestic and international partners.

Beside basic criteria in accordance with study's results, students are required to meet other requirements related to foreign language and IT skills (i.e., TOEIC and Microsoft Office Specialist certificates) for college graduation.

At present, the total number of teaching and managing staff of Hue Industrial College is 233. This includes 199 lecturers, among which 23 of them are PhDs (13 PhDs from overseas, 2 PhDs from Australia), 29 PhDs candidates (20 study at Australia, Europe, Korea, Japan, Taiwan, Canada...), 155 Masters and other 36 lecturers studying Master courses. With a special concern on teaching and learning quality, HueIC has strategic policies in attracting qualified lecturers. Every year, 8-10 lecturers are carefully selected to study for a PhD (911 project, University project, Professor project...) in a developed overseas country such as Europe, Japan, Australia... and another 4-6 lecturers to study for a PhD in Vietnam.

Being well aware of the significant role of international relations in college development, HUEIC has had special concern and attained several considerable achievements in recent years. The strong cooperation relations between Hue Industrial College and foreign partners have been strengthened and expanded through visits, exchange programs and investment projects. In fact, HueIC continues to establish and promote cooperative relations with ASEAN partners (Thailand, Laos, Singapore), Australia, Japan, USA, Korea... as well as organizations, enterprises, international groups, such as JICA (Japan), KOICA (Korea), USAID COMET (USA), Hanesbrand Group (USA), Microsoft (USA), Innovation Program phase 2 (IPP, Finland), universities and vocational colleges in Thailand, Laos and projects to accelerate lecturer and student capacity. Thanks to the strong cooperation established between HueIC and industries as well as local and foreign education institutions, HueIC students now can have their practical training course in the real working environment.

### **Definition of disability:**

So far, the College has no definition of disability. However, as a public institution, Hue Industrial College adheres to the definition of disability based on national policies as written below. In general definition, disability means:

**“a physical or mental impairment that substantially limits one or more psychological, physiological or anatomical function of anatomical function of an individual or activities of such individual; (2) a record of such is impairment; or (3) being regarded as having such impairment.”**

Likewise. Article 2 of the Disabilities Law of Vietnam government defines disability as handicapped workers or those whose earning capacity is impaired by age, or physical, mental deficiency, or injury.

### **Screening tools for SWD:**

The Office of Admission is responsible for the administration of the various admission tests for undergraduate, Certificate in Teaching /Specialisation, graduate, post baccalaureate and basic education students (with or without disabilities). It implements policies, handles correspondence and other inquiries about course offerings and application procedures of different academic programs of the College. It takes charge of pre-enrolment of incoming students and their placement in the chosen courses and areas of specialization based on the results of the qualifying examination administered by the various academic programs.

Medical examination is also part of the screening process. All students are encouraged to do self-reporting of their conditions upon enrolment.

Interventions are done once they are enrolled in the college. There is an annual medical examination where the medical professionals collect data and handle the case along with the Office of Student Affairs and Student Services.

### **Funding and scholarships for SWD:**

HuelC provides the following scholarships for students including disabilities:

1. Entrance scholarships given to new HuelC students with highest scores at the national entrance exams.

2. Scholarships for poor students with high scores during their high schools offered by HuelC Friendship Association.
3. Scholarships for students with highest GPA each academic year.
4. Scholarships for poor students with high GPA offered by HuelC industry partners.

The above scholarships are offered for all students including those with disabilities who are given priority in selection processes.



### **Student Support Services for SWD:**

Basic medical services are provided by HuelC for all students including those with disabilities. Care includes annual health examinations, first aid, consultation, provision of initial dose of available medicines for minor illness at HuelC First Aid Office.

HuelC Library has spaces for self-study, group meeting rooms and many bookshelves arranged in each major. However, HuelC library has not taken much care of arranging books to be accessible for SWD. When they need resources, the librarian will help them to get the

book they want. At this stage when there is only a few disabled students at HueIC, this option is seen as acceptable. In a long run, it should have a plan to organise books for disabled students that can be easily accessed.

Frontline offices such as the Cashier and Disbursement Office, Office of the College Registrar, Accounting Office and others have no priority lanes for persons with disabilities.

### **Assistive Technology for SWD:**

So far, HueIC has no software or hardware and tools to support disabilities like other universities and colleges in Vietnam and other countries. Most of disabilities in HueIC are physical and musculoskeletal in nature. Other students will carry students with mobility problems to other floors if they need access.

### **Learning and Teaching for SWD:**

Students with disabilities perform the same assessment strategies given to other students in the class. However, there are faculty members who allot extra time for assessment of these students and others use alternative assessment tasks where necessary.

