Manual on DISABILITY SUPPORT SERVICES

A Guide for Public and Private Sector

featuring ***How to Establish the Disability Support Unit in Higher Education Institutions***

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Published by:
National Council on Disability Affairs
NCDA Bldg. Isidora Street, Barangay Holy Spirit
Quezon City Philippines 1127
ISBN 978-621-95138-4-5

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ACKNOWLEDGMENT

This manual is my expression of happiness, success and inspiration as a scholar of Australia Awards Scholarships, wherein I finished my postgraduate education "Graduate Certificate in Human Resource Management" at the University of Newcastle (UON), New South Wales, Australia.

Let me thank God including all the persons who became part of my successful and memorable study in Australia as well as all the participants who shared their inputs for the development of this manual during the "Consultation Workshop on the Development of Manual on How to Establish the Disability Support Unit in Higher Education Institutions" held last November 27 – 29, 2018 at Bayview Park Hotel, Manila. Without your support, this manual will be impossible to complete and publish.

First, let me thank the Australia Awards and Alumni Engagement Program - Philippines (AAAEP-P) headed by Program Director Ms. Milalin S. Javellana, including her former associates Mr. Mark Flores and Ms. Hazel B. Mallillin as well as her staff Ms. Nayra Simeon and Ms. Enna Enriquez. Thank you for accepting and processing my scholarship application in Australia. Your motivation served as my strength to finish and complete my course despite my disability.

My heartfelt thanks to my university, University of Newcastle (UON), especially to Ms. Lynne Williams, Scholarships Management Officer and Student Contact Officer for Australia Awards, and to Ms. Michelle Campbell, Senior Manager, Student Support and Equity Student Central Academic Division, thank you for facilitating all our needs, and for processing all the Disability Support Services (DSS) provided by UON and the Australian government. Through your Disability Support Services, you made me realized the importance of these Disability Support Services in the lives of persons with disabilities. Hence, you inspired me to develop this manual.

Thank you to Rabino family from Marikina City and Tapiru Family from Australia who showed their full support in all my endeavors and achievements in life.

More importantly, I would like also to express my sincere gratitude to NCDA management especially to Officer-in-Charge Mateo A. Lee, Jr. and former Officer-in-Charge Carmen R. Zubiaga for their never-ending supports in my life's journey and for believing in my greater capacity. To our Technical Cooperation Division (TCD) former Division Chief Nelia de Jesus and TCD Family namely Crisanto Perez and Josephine Despi including our HR officer Leovigilda Oasin, thanks for your moral support. To my colleague and my second mentor, Ms. Fatima A. Garon, who unselfishly shared her survey

conducted last 2016 which added to the real purpose of this manual.

And lastly, my sincerest appreciation to my ever supportive mentor and boss, Mr. Dandy C. Victa, for the knowledge, wisdom, and motivation you extended to me all throughout my study period in Australia up to the implementation of this Re-Entry Action Plan (REAP).

Again, thank you all, for inspiring me to develop this manual.

"Indeed, you can't truly understand the situation, unless it happened to you. So, enjoy discovering the real meaning of your life through life experiences"

VIRGINIA S. RABINO

Part I

Disability Support Services Framework

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INTRODUCTION

Each person has inherent importance in the economic progress of a country, regardless of disability, sex, race, origin, religion, and social status. That is why our fundamental rights and freedom are needed to be protected and promoted. But not all persons are enjoying human rights. Inclusion loopholes are still apparent in creating equal opportunities especially for persons with disabilities despite the existence of international and national disability laws.

Persons with disabilities continuously encounter barriers in everyday living whether in school, workplace, community, family and the like. These barriers cause discrimination to persons with disabilities which limit their access to equal opportunities like education, employment, health services, political participation, etc. Barriers pre-empt the full participation of persons with disabilities in society and cause violation of human rights.

The Philippines, as Member State of the United Nations, ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and has an international commitment to break the barriers in the society in order to promote EQUALITY and eliminate DISCRIMINATION. As stated in UNCRPD Article 4 & 5, "Member States *shall take all appropriate steps to ensure that reasonable accommodation and support services*

as well as training of professionals and staff working with persons with disabilities shall be provided" when barriers are present in the society."

Not only the government but also the community has the responsibility to create a more inclusive and barrier-free society by looking at persons with disabilities as contributing members, not objects of charity. It is a matter of changing perceptions towards persons with disabilities.

Part I of this manual illustrates the procedures on establishing the Disability Support Services (DSS), with the end in mind of removing the barriers encountered by persons with disabilities and eventually discontinued disability-based discrimination in the public and private sector. Through Disability Support Services, persons with disabilities could enjoy an enabling environment, and eventually guarantee that equal opportunities are given on an equal basis with others.

Moreover, Part I provides a general framework that can be applied by public and private sector for the development of their programs and services in education, employment, health services, and other disability concerns.

PERCEPTIONS ABOUT PERSONS WITH DISABILITIES

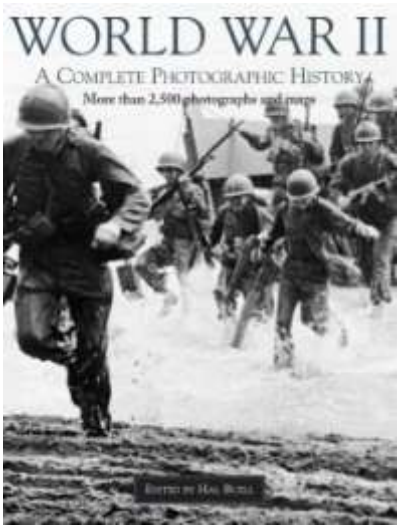
Over the years, people have had different perceptions on persons with disabilities – what we called the "Models of Disability".

During the Middle Ages, disability was viewed as a punishment from God because of their ancestors' sin. The offspring's disability was therefore considered as the devil's work or a curse. In the course of civilization, our notion on disability varies from time to time depending on the era that mankind belongs to. Viewing disability as a curse from God, disability then was gauge from a medical point of view (medical model) where persons with disabilities were treated as persons who need hospitalization. This perception, over the years, shifted to welfare/charity model where persons with disabilities were seen as people who need charity/welfare support from generous people and institutions. This model eventually shifted to social or independent living model where persons with disabilities have the right and capacity to live independently. It was until the twentieth century when advocates started using the rights-based model, where persons with disabilities were viewed as people who have the same rights and demand equal treatment from society just like persons without disability.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) marks this "paradigm

shift" that persons with disabilities are not objects of charity but as subjects of "rights", giving universal recognition to the dignity and integrity.

Medical Model.



After World War I and II, the aftermath resulted to the increased number of persons with disabilities. Many of them were confined at the hospitals due to medical or health conditions. Some lost body parts or got amputated; others got hearing loss; and some got blind caused by high destructive and explosive devices. Therefore, curing or managing the impairments was important during this era.

Over these centuries, disability was seen as deformities, defects and body weaknesses of an individual due to the inabilities to move, walk, stand, hear, see, or understand that needed to be cured or rehabilitated by a professional doctor. The medical

model focuses on the disease aiming to alleviate symptoms of disability and find cures. Under the medical model, impairments can be fixed or may change once treated.

An example is a person with visual disability who wants to study in school. Applying the medical model, this blind person suggested by her parents to stay at home, rather than go to school due to the inability to see what's written in the blackboard or read what's written in the books. The way we look at this model is, the blind person has medical condition and has no capabilities to study in school, focusing more on "what's wrong" with the person and not what she/he wants to achieve in life.

The decision of "not studying in school and staying at home" is the parent's decision not the person with disability's decision, losing choices, freedom, and control in her own life. Allowing her to be in school will cause inconvenience to other people. It is not the concern of anyone to think of solutions on how the blind person may able to participate in classes or how may able to read the books and do some assignments. The medical model reduces the individual's quality of life and only medical intervention is the solution to improve a person's function towards a more "normal" life.

Welfare or Charity Model. After the World War recovery period, persons with disabilities realized more their impairments. And these impairments were the cause of being "handicap" therefore, people felt pity in their situation. As a result, many religious leaders, philanthropists, and charitable institutions started their specialized institutions - helping persons with disabilities. The institutions' priority was to help the persons with impairment. So, the charity worked for them, thinking that charity is for their welfare. Here, persons with impairment were more dependent on charity institutions, waiting only for the supports and helps to be provided, without giving so much effort for their independence. The charity model focuses on the

"impairment" of a person rather than giving importance to persons with disabilities' knowledge, skills, and abilities. It limits their capacities to perform or undertake daily tasks and be productive citizens of the nation.

During this period, the "dole out mentality" became widespread in the disability sector, considering persons with disabilities as one of the less fortunate. Therefore, helps or aids through charitable gifts whether goods, money or services were necessary. For charitable institutions, being able to help others especially those in needs like persons with disabilities exudes a greater sense of personal satisfaction and a good feeling as well. The charity model is eminent creating stronger and happier communities for the disability sector, without expecting something in return. In comparison, the charity model sees charitable institutions as saviors unlike in the medical model, medical professionals are the experts on disability. From this perspective, disability is something "tragic" not only something that should be "cured".

Furthermore, in this model, persons with disabilities have no control over the kind of "gift" to be extended to them. They have no choice to reject the gift, even it is unfit to their needs. One example is, a child with disability needing a wheelchair for mobility purposes. Unfortunately, this wheelchair to be provided is too big for this child. This wheelchair is fitted for an adult with disability. But then, in the charity model, the child with disability cannot reject the gift and has no choice but to

accept the wheelchair as it may still help the condition. In this model, the do-gooders feelings are emphasized for the donor, even their supports may even harm the person with disability. The charity model looks at the "needs" of persons with disabilities not on what she/he "requires" to have.

Social or Independent Living Model. For a long period of stay in the institution, persons with disabilities learned to accept their disability, knew how to adjust in their environment, and became more independent as compared to charity model. In the institution, they were able to develop their self-confidence and self-esteem until such time that they decided to live outside the charitable institutions and be integrated into their respective communities. Today, while becoming independent, persons with disabilities are still experiencing disabling barriers in the community. In the social model, the environment is the problem causing disability, not the person's impairment.

The disabling barriers in this model are the attitudes, institutions, information and communication, and physical structures that make the persons with disabilities disabled and excluded.

Among these barriers are in the form of negative attitudes, discriminatory practices, absence of assistive devices and technologies, and inaccessible facilities which hinder full and active participation of persons with disabilities in the society. Under the social model, removing the barriers is the solution to meaningful participation and independence of persons with disabilities. It helps recognize that the environment, attitudes, information and institutional barriers make the lives of persons with disabilities harder. It has nothing to do with the impairment of a person. It is about working with them by providing accessibility, reasonable accommodation and support services to achieve their full potentials as community members of society.

One example is, a deaf employee attending a seminar to improve her leadership skills. Unfortunately, the organizer overlooked to provide sign language interpreters during the training. In this case, the identified

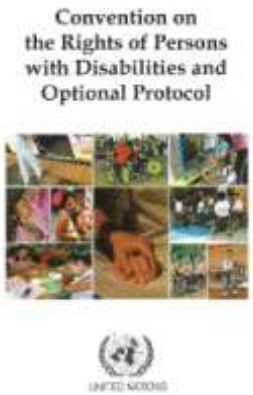
barrier is the "training without provision of sign language interpreters".

In social model, sign language interpreters should be provided during the training, so that the deaf employee can understand the discussions. The interpreters will break the communication gap between the deaf and the hearing persons and instead build an enabling environment for the deaf employee. The social model changed the perspective that the impairment is not the problem, but it is the environment causing the problem.

Rights-Based Model. *Human r*ights are defined as entitlements that belong to all human beings regardless of disability, age, sex, religion, ethnicity, etc. Therefore, all of us as humans are rights holders.

At present, the rights-based model becomes more popular in this generation as it improves the social model of disability. Persons with disabilities are more aware of their rights, vigilant and proactive to claim their fundamental rights on an equal basis with others in order to "make the right real". Unlike in the social model, only few disability laws were crafted

and enacted by the government but now, the duty bearers including stakeholders are more active and aware on disability rights, supporting the disability sector in programs and policy development, and acknowledging persons with disabilities as contributing members of society.



The rights-based model integrates with international human rights laws like the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), an international treaty and first binding human rights instrument signed by the UN member agencies including Philippines that "promotes, protects and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and promotes respect for their inherent dignity" (UNCRPD, 2006). This model prohibits all discrimination on the basis of disability and guarantees equal and effective legal protection.

In this model, persons with disabilities have the same rights just like anybody. This only means that if the whole population is enjoying their human rights, persons with disabilities should also be enjoying the same human rights, without disability-based discrimination.

An example of the rights-based model is, when the university refused to accept a student with visual disability to take an entrance examination due to disability. Since education is a fundamental right of everyone, this student with disability is also entitled to have the same equal treatment just like other examinees. To claim her/his right, this person may file complaints to legal authority. According to the Magna Carta for Persons with Disabilities, learning institutions should not reject admission of students with disability but instead take into account their special needs during entrance examination by providing support services or reasonable accommodations; i.e. allowing computerized examination with screen reader for visual disability or providing a reader during the examination.

The rights-based model pertains to the human rights of persons with disabilities that need to be recognized and respected while seeking inclusion in society. It empowers people not only persons with disabilities but also persons without disability as duty bearers. This model positions to claim and know disability rights by increasing the ability and accountability to persons with disabilities and disability institutions as part of their corporate social responsibility.

WHO ARE PERSONS WITH DISABILITIES?

According to World Health Organization (WHO), about 15% of the world's population comprises of persons with disabilities; while in the Philippines, persons with disabilities are only 1.57% total population (PSA, 2010).

Persons with disabilities include those *who have long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers* may hinder their full and effective participation in society on an equal basis with others (UNCRPD, 2006).

1.) **Physical Disabilities** – impairments related to musculoskeletal system affecting the normal excursion, strength, speed, coordination, and endurance of the bones, muscles, and nerves, caused by congenital anomalies or deformities such as absence of some limbs, spina bifida, osteogenesis imperfecta, clubfoot, and cleft lip and palate; injuries such as spinal cord injuries and fractures; disease such as poliomyelitis, bone tuberculosis, diabetes, rheumatoid arthritis, and multiple sclerosis; genetic mutation such as muscular dystrophy; and hormonal disorder such as short stature previously known as "dwarfism".

   This type of disability pertains also to mobility problems caused by neurological disorders such as stroke and cerebral palsy. The cerebral palsy

oftentimes falls under physical disability because it is a brain disorder that causes impaired muscle tone and movement, leading to spastic or flaccid muscles, impaired reflexes, poor coordination, involuntary movements, poor posture, and impaired balance (MFMER, 2019).

Persons with cerebral palsy may suffer from mobility problems such as difficulty in walking, standing, moving, jumping, or running.

Likewise, if a person with diabetes got amputated due to diabetic health condition, the type of disability also falls under "physical disability" because it is related to loss of body parts.

On the other hand, stroke may also fall under physical disability since most of the stroke patients experience paralysis on one side of the body or muscle weakness.

Speech impairment also classifies under this category since it involves musculoskeletal problems of the tongue, having difficulty to speak or fluency in the articulation of words like stuttering or problems producing particular speech sounds. Examples are loss of voice due to cancer of the throat, and a stroke patient who has functional limitations related to speech difficulty like slow speech or has pauses or repeated sounds (stuttering).

2.) **Sensory Disabilities**–impairments related to five senses of the body like seeing and hearing pertaining to persons with visual disability, deaf and hard of hearing persons.

Visual disability refers to visual functioning even after treatment and/or standard refractive correction, with visual acuity in the better eye of less than 6/18 for low vision and 3/60 for the blind (NCBI), or a visual field of less than 10 degrees from the point of fixation. A certain level of visual impairment is defined as legal blindness. One is legally blind when the best-corrected central visual acuity in the better eye is 6/60 or worse or side vision of 20 degrees or less in the better eye (APH, 2019).

It refers to the functional loss that results from a visual disorder such as cataract, glaucoma, retinal detachment, and macular degeneration. There are two functional categories of visual disability namely, the low vision who are print users, those who require special devices like magnifiers and/or eyeglasses; and the blind who has no light perception or who uses Braille or speech synthesizers.

Likewise, a person with chronic illness like a person with diabetes resulting to loss of sight may also fall under "sensory disability".

While deaf and hard of hearing persons may have impairments due to total or partial loss of hearing function which impedes the communication process essential to language, educational, social and/or cultural interaction.

Deaf is a total loss of hearing function wherein a person is unable to understand speech and sounds even in the presence of amplification. Deaf persons are those needing sign language interpreters as medium of communication. While Hard of Hearing is a partial loss of hearing function wherein different degrees of hearing loss but they are not enough to be called deaf. Hard of hearing persons are those needing captioners and relying more on captioning or lip reading.

3.) **Intellectual Disabilities** - impairments of general cognitive ability that includes reasoning, planning, problem solving, abstract thinking, comprehending complex ideas, learning quickly and learning from experience (AAIDD, 2010, p. 31). It is characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability starts before age 18 (Schalock et al. 2010, p. 3).

4.) **Mental Disabilities** –pertaining to impairments related to mental health conditions leading to participation restrictions due to loss of ability to think clearly, and

manage social and emotional aspects of lives. Examples are any acquired behavioral, cognitive, emotional, social impairment like schizophrenia, bipolar disorder, anxiety disorder, panic attack, depression, survivor of psychiatric treatment and other behavioral problems that limiting interpersonal social interactions with other people.

BARRIERS IN SOCIETY

The social model of disability advocates the "removal of barriers" as the key to an inclusive society. There are different types of disabling barriers being encountered by persons with disabilities, namely;

1.) Physical barriers;
2.) Information and communication barriers;
3.) Attitudinal barriers; and
4.) Institutional barriers.

These barriers are causing difficulties in the lives of persons with disabilities.

1.) **Physical barriers -** barriers referring to inaccessible environment that create an inability to move, perform or function. Examples are the following:
   - Building entrance that only stairs are available, without provision of ramp for wheelchair users;

- Sidewalks that are too narrow and with gutter wherein wheelchair users cannot pass by, and without provision of wide-spaced area and wheelchair ramp at both ends of the sidewalks;
- Toilet or comfort room that has narrow door wherein wheelchair users cannot fit in the cubicle;
- Accessible comfort room for wheelchair users but without grab bars, and with high-walled mirror;
- Parking areas with insufficient space wherein wheelchair users cannot transfer easily from car park to ingress/egress levels;
- A new building with only stairs are available, without any provision of lift or elevators;
- Desk at the reception area that is too high, without provision of special desk for wheelchair users;
- Office desk that is too high, hard to reach and use by employee in a wheelchair;
- Hotel accommodation with narrow-spaced room, toilet, and bathroom for wheelchair users;
- Doors that are too heavy and doorknobs that are difficult to grasp by wheelchair users or person with hand deformity;
- Public transportation vehicles without an accessible ramp for wheelchair users;
- Poor lighting that makes the low vision or hard of hearing persons difficult to see or lip-read; and
- Sidewalks, doorways, or path walks, without tactile flooring for persons with visual disability.

2.) **Information and communication barriers -** barriers experience by persons with hearing, speaking, reading, writing and/or understanding problems, and who use different ways to communicate with persons without disability. Examples are the following:

- Written messages that cannot access or read by persons with visual impairment and low vision due to unavailable accessible/electronic format or Braille version, and small print or font type used in resource materials;
- Written messages that inaccessible to persons with cognitive disability due to the use of technical language, long sentences, words with many syllables, not provided in plain or easy language;
- Pedestrian signalling green light, without an auditory device to help the blind persons cross the road/street;
- Pedestrian crossing that has no provision of Push-to-Walk button, alerting the motorists that pedestrians including persons with disability will cross the road/street; and
- Videos that is not accessible for the deaf or hard of hearing persons, without subtitles or captioning.

3.) **Attitudinal barriers -** are negative perceptions and attitudes of people towards persons with disabilities. People tend to see a person's impairment and physical appearance rather than what she/he can do as a person. These barriers also see persons with

disabilities as objects of charity not as right holders by delimiting capabilities of the person and based it from the generalized belief of the society. Among the examples of attitudinal barriers are the following:

- When seeing persons with visual disability, we oftentimes associate their work as masseurs, singers, or good in musical instruments. People delimit what they can do and mistakenly based perception on the physical looks/perceptions not focusing on person's capabilities to perform and function;
- Pregnancy and giving birth are common essence of being a woman. Due to physical impairment leading to inability to walk and stand, some persons with orthopedic disability like wheelchair users are prohibited by their parents to have a family, to bear a child and to give birth. For most parents, women in wheelchair may not be able to take care of their children because giving birth involves parenting skills like feeding, bathing, cleaning, and carrying;
- Deaf persons and hard of hearing persons are mostly denied to job placement due to communication problems. Company owners and staff worry that they may not be able to easily communicate information due to lack of awareness on how to communicate with deaf or hard of hearing persons. That, even in some conferences/seminars/trainings, provision of sign

language interpreters or captioners is being overlooked when having deaf and hard of hearing participants;

- When persons with psychosocial disability recovered from their mental health condition, and wish to apply for a job, employers oftentimes reject their application once they disclosed their nature and extent of disability. For some, hiring persons with mental health issues tends to be a problem causing an unsafe environment; and
- Denying admission of a child with learning and intellectual disability like a child with autism, down syndrome, Attention-Deficit/Hyperactivity Disorder (ADHD), and the like is a common issue of parents with children with disabilities. Some schools are not ready to accept them due to the absence of Special Education (SPED) teachers or SPED centers that would cater to their needs. Aside from that, this disability has an issue on difficulties in acquiring knowledge and skills to the level expected of those of the same age.

4.) Institutional barriers - barriers pertaining to discriminatory laws, procedures, policies, practices, systems, or strategies that automatically disadvantage or disregard persons with disabilities to full and active participation in society. Examples of organizational or systemic barriers are the following:

- Posting job applications in a newspaper, restricting persons with disabilities to apply for the vacant position; and
- Excluding "persons with disabilities" in written policy documents particularly in relation to promoting equal opportunities in employment, education, socio-political participation, health services and the like.

ACCESSIBILITY, REASONABLE ACCOMMODATION AND SUPPORT SERVICES

By removing these four (4) barriers, persons with disabilities will be more independent and can enjoy equality in our society. In order to remove barriers, the Philippines, as State Party shall take appropriate steps to ensure that accessibility, reasonable accommodation or support services are provided (UNCRPD Article 4 & 5). It is considered that the lack of recognition and denial of reasonable accommodation are forms of disability-based discrimination (Concluding Observations on the Initial Report of the Philippines, 2018).

Accessibility is the "ability to access" and benefit from a system in such a way that the design of products, devices, services, or environment will be able to reach, enter, obtain, use, understand and appreciate by persons with disabilities.

An example of accessibility is a building with the provision of elevator which is more helpful in the lives of persons with physical disabilities, without causing so much dependence on others. Unlike, when the elevator is under maintenance, reasonable accommodation is an alternative solution by providing personnel or staff who can carry the wheelchair users.

Type of Disability	Examples of Accessibility
Orthopedic Disability	• Providing elevator and automatic doors for wheelchair users; and • Providing lift and aisle chair for wheelchair passengers to get inside the plane.
Visual Disability	• Provision of talking elevator; and • Provision of an accessible website that has accessibility features for blind persons.
Deaf or Hard of Hearing person	• Installing directional signages or printed materials in ATM booth, comfort room, elevator, cafeteria, library, escalator, cashier, and the like for easy mapping; and • Videos with subtitles or captioning for easy understanding of its audio content.

One way to implement accessibility is to ensure it is in accordance with the universal design. Universal

design means that the design of products, environments, programs, and services is usable by all people, to the greatest extent possible, without the need for specialized design. "Universal design" includes assistive devices of persons with disabilities (UNCRPD, 2006).

Here are the examples of universal design that are helpful for everyone, most especially for persons with disabilities:

- Automatic doors operate with the help of sensors which may be helpful for everyone especially for a person whose hands are full, wheelchair users with weak hands, or blind persons with pushing cart;
- Talking elevator announcing the floor level which is helpful not only for persons without disability but most helpful too for blind persons,;
- An accessible website that can access by everyone including persons with visual disability who use computer with screen reader software;
- Resource materials in an electronic device or digital format (MS Word) which can be accessed in the computer by blind persons; and
- A video with subtitle or caption which can be read by deaf or hard of hearing persons;

A reasonable accommodation is the necessary and appropriate modification and adjustments in the environment or performance without imposing a

disproportionate or undue burden to other people, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UNCRPD, 2006).

Type of Disability	Examples of Reasonable Accommodation
Orthopedic Disability	• Provision of an accessible wheelchair ramp in the entrance building, sidewalks, loading or unloading zone, or in transportation service vehicle for easy mobility of wheelchair users; • Choosing a classroom or venue for wheelchair users which is located in the ground floor and near the accessible comfort room; • Providing frontline personnel who can lift/carry a person in wheelchair from ground floor to designated floor or vice versa at times when the elevator is under maintenance; • Provision of a special lane at the cashier, canteen, ATM booth, taxi lane, grocery lane, elevator lane and the like; • Provision of a wheelchair-friendly table for an employee who is in wheelchair; and • Provision of an accessible

	wheelchair ramp at facilities like libraries, laboratories, departmental offices, gymnasium, canteen, etc.
Visual Disability	• Allowing the sighted guide or note taker of the blind person to attend during the class/activity period; and • Provision of a computer with screen reader or assistive technologies like JAWS or NVDA at the workplace.
Deaf or Hard of Hearing person	• Provision of sign language interpreters or captioners during the training/seminar/conference.
Learning and Intellectual Disability (LD/ID)	• Provision of simple English instructions, not too technical for easy understanding; and • Providing venue which is free from distractions or disturbance that would irritate the person with LD/ID.
Psychosocial Disability	• Choosing a venue which is free from stress or disturbance; and • Examination or instruction which is not too lengthy or complicated.

On the other hand, disability support services include goods or services that help persons with disabilities to overcome barriers. The barriers affect the lives of persons with disabilities to carry out daily activities whether cultural, political or social activities.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) aims to protect the rights of persons with disabilities, valuing them as contributing members of society. It is emphasized under UNCRPD Article 5 that the Philippines as State Party shall take all appropriate steps to ensure that reasonable accommodation is provided including support services.

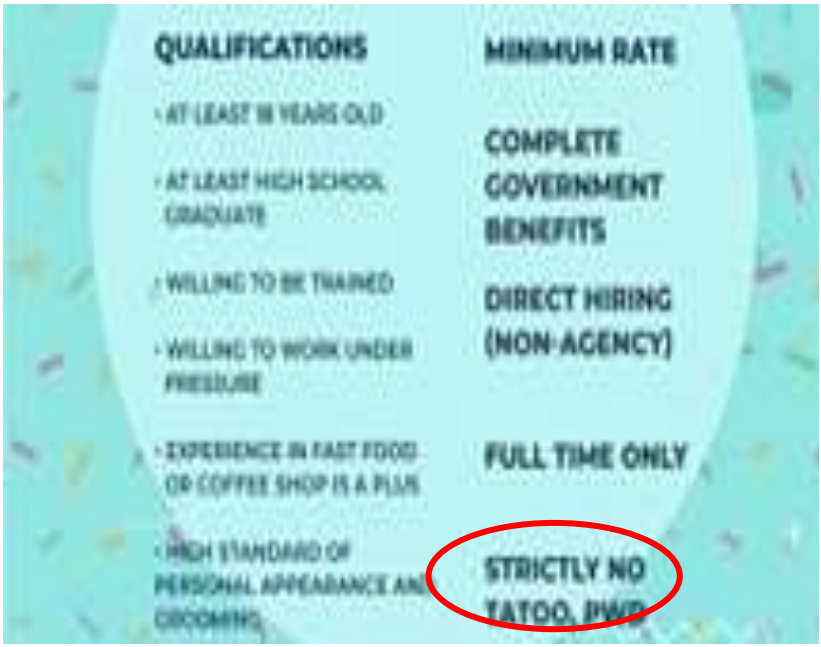
Persons with disabilities are often discriminated because of the different barriers they encounter in everyday living. The illustration on page 38 shows how different barriers result in various types of discrimination which lead to loss of opportunities that constitute violation of fundamental rights of persons with disabilities.

Example #1: Physical Barrier

For example, an establishment (see picture above), without provision of wheelchair ramp and only stairs are available, is considered to have a disabling environment. The stairs hinder the full participation of patients in a wheelchair, unable to undergo a medical

check-up due to physical barriers. From this, the wheelchair user is being discriminated on the "right to access health services", leading to losing the same opportunity just like anybody else. Therefore, human rights are violated and not protected.

The picture on page 39 also shows discrimination on the basis of disability where there is a failure to make a reasonable modification or adjustments like provision of wheelchair ramp even modification can be done in any affordable goods, services, facilities, or accommodations, and without causing undue burden to others.



Example #2: Institutional Barrier

Another example is the photo above, a job posting strictly prohibiting persons with disability to apply for a vacant position. This discriminatory policy is considered as an institutional barrier, causing discrimination on the basis of disability as it imposed eligibility criteria that screen out an applicant with disability. Persons with disabilities' right to employment has been violated and rejected.

Example #3: Institutional Barrier

Similarly, discrimination on the basis of disability also happens when there is a failure to take such steps, excluding persons with disability because of the absence of auxiliary aids and services. One example is the photo above, an everyday real scenario in the train station. Due to crowded passengers, persons with disabilities will face struggles or be discriminated to enter inside the train. On the part of a blind person or a wheelchair user, accident or inconvenience might be experienced and the right to "enter inside the public transportation vehicle" is also being neglected.

GENERAL FRAMEWORK ON DISABILITY SUPPORT SERVICES

In order to remove these barriers, it is important to provide disability support services instead. From this figure, the barriers are removed and replaced of Disability Support Services (DSS).

(Theory of Change)

This framework on page 43 shows the ideal set-up in removing barriers is thru the presence of disability support services to make an enabling environment that guarantees access of persons with disabilities to opportunities on an equal basis with others; thereby ensuring that their rights are promoted and protected.

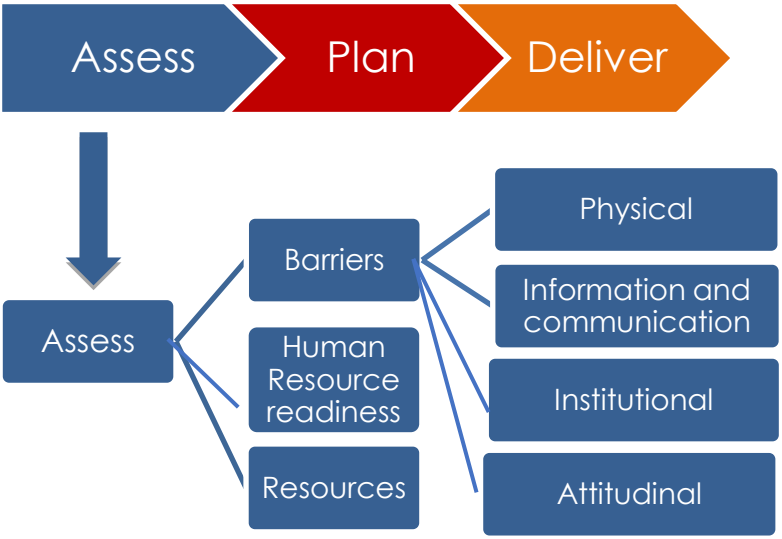
From the three (3) examples of barriers mentioned, the ways to remove barriers are by means of disability support services like the provision of wheelchair ramp in the hospital, deleting the words "strictly no PWD" and provision of special cab or lane intended for persons with disabilities in the train station.

In order to establish the Disability Support Services (DSS), you should consider the three (3) processes namely 1.) Assess; 2.) Plan; and 3.) Deliver.

Three (3) Processes on Establishing Disability Support Services

Full and active participation in society may only be enjoyed by persons with disabilities once Disability Support Services (DSS) have been established. These

three (3) steps which may help in establishing the DSS must be followed accordingly.



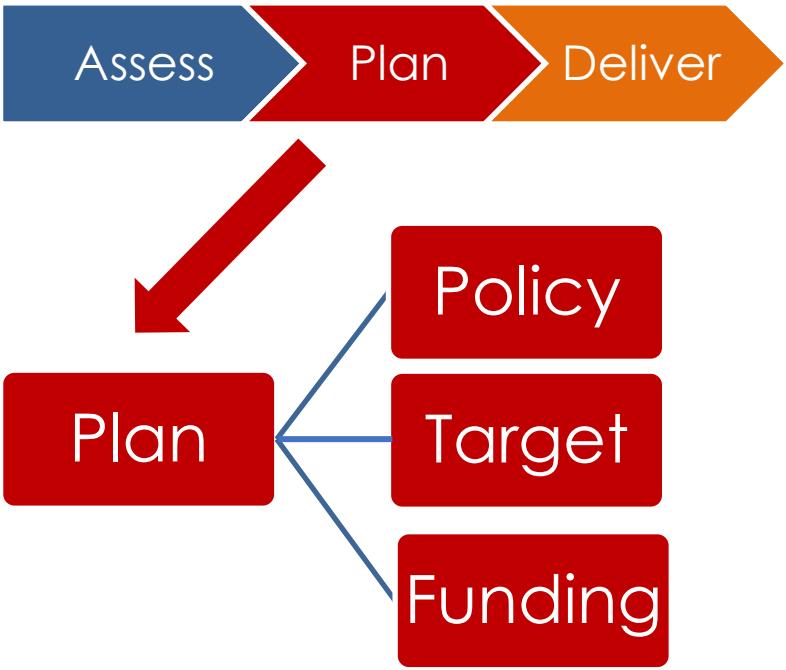
Assess. Part of the assessment is, to analyze and determine if the four barriers mentioned above are visible and existing in an establishment including the realization if personnel and staff are prepared enough to deal or work with different types of persons with disabilities as well as checking the availability of resources in the organization.

a. Barriers. One example is an institutional barrier wherein it is necessary to review if there are existing policies, practices, programs, and services that hinder full participation of persons with disabilities, which will be subject for revision once serious flaws were determined. The institution's policies or programs shall ensure fair and just practice not to discriminate persons with disabilities. If happened to see flaws, persons with disabilities may be consulted for the enhancement or development of new improved policies.

Another example is checking if your agency is providing accessibility, reasonable accommodation or support services for persons with disabilities. Please refer to pages 34, 36 & 50 for the examples of accessibility, reasonable accommodation, and support services.

2. Human Resource Readiness. This will determine how ready the agency in accepting or welcoming persons with disabilities. Do they need appropriate training and skills development like disability sensitivity training to be more knowledgeable in dealing with persons with disabilities?

It is recommended that prior to acceptance or hiring of persons with disabilities, assessment is necessary to conduct. Once findings been documented or reported, step 2 – Plan shall follow.



Plan. The assessment report may help in planning what accessibility, reasonable accommodation or support services to provide for persons with disabilities. In planning, it is important to incorporate the needed changes in policies, programs, and services to determine the target number of involved persons needing trainings, and to allot funds for the full implementation of DSS.

After setting the plan, step 3 – Deliver follows.

Deliver. After incorporating the needed changes, it is time to deliver or implement the plan which may include capacity building of personnel and staff like conducting Disability Sensitivity Training, hiring of Disability Support Officer (DSO) and staff, and establishing the Disability Support Unit (DSU) that will facilitate the needed accessibility, reasonable accommodation or support services for persons with disabilities.

In capacity building, personnel should learn to respond and ensure the required special assistance of persons with disabilities while maintaining a professional and friendly approach.

The Disability Support Officer (DSO) probably with her/his staff will work with persons with disabilities and responsible for the planning, and facilitate funding of disability support services to ensure that the environment and policies are inclusive, accessible and fair for all. The DSO will also facilitate the provision of supports, programs, services, accessible facilities, and activities for persons with disabilities and will enhance disability awareness within the agency. They will also be in charge to provide accessibility, reasonable accommodation, and support services for persons with disabilities to fully participate on an equal basis with others.

The DSO may also organize capacity building trainings for other personnel and staff. Among other examples of delivering training supports are: 1.) Disability Sensitivity Training; 2.) Accessibility Audit; 3.) Putting up a Disability Library Section; 4.) Sign Language Training; 5.) Web Accessibility Training; and 6.) Disability Inclusive Disaster Risk Reduction Management (DIDRRM).

GENERAL EXAMPLES OF DISABILITY SUPPORT SERVICES PER TYPE OF DISABILITIES

Type of Disability	Examples of Support Services
Orthopedic Disability	• Allowing wheelchair users to sit in front for clear visibility or hearing of the lectures and for easy entrance and exit in the classroom especially when going to the comfort room; • Allowing the personal assistant of severe type of orthopedic disability to attend the class without direct involvement in classroom activities or discussions; • Allowing computerized examination instead of handwriting examination due to hand deformities and inability to write on papers; • Provision of extra 10-minute time extension per hour during the examination; or extension of time to submit the assignments or take-home examination due to exacerbation of health condition; and • Adjustment or alternative assignment / project during group works or group assignments, oral presentation, or field trips which will be the reason for non-participation due to exacerbation of health

	condition.
Visual Disability	• An advance copy of class lectures/resource materials using accessible or electronic format, Braille format, audio recordings, large print, accessible PDF or Microsoft Word files; • Provision of extra 10-minute time extension per hour during entrance examination; or extension of time to submit the assignments or take-home examination; • Allowing computerized examination for blind persons using electronic format; and • Adjustment or alternative assignment / project during group works or group assignments, oral presentation, or field trips which will be the reason for non-participation due to exacerbation of health condition.
Deaf or Hard of Hearing (HOH) person	• Arrange tutorials or coaching session to clarify topics, tasks and any materials presented; • Provision of extra 10-minute time extension per hour during entrance examination; or extension of time to submit the assignments or take-home examination for proper guidance;

	• Teachers patiently repeating the questions for deaf and HOH in order to follow the discussion and have the opportunity to contribute in the class discussion; and • Allow sitting in front especially for those persons who lip-read so that the lecture contents are audible.
Learning and Intellectual Disability (LD/ID)	• Provision of extra 10-minute time extension per hour during entrance examination; or extension of time to submit the assignments or take-home examination for proper guidance of personal assistant; • Allowing to participate in class or discussion according to own ability to do so; • Allowing students with learning and intellectual disability to exit the room during exacerbation of health condition; • An advance copy of class lectures/resource materials for proper guidance of parent or person who can explain further the topics/tasks; • Allowing support person like parent or siblings to attend the classes but not directly involved in classroom activities or discussions; and • Adjustment or alternative assignment / project during group

	works or group assignments, oral presentation, or field trips which will be the reason for non-participation due to exacerbation of health condition.
Psychosocial Disability	• Provision of peer support to accommodate fluctuations in conditions; and • Allowing recorded lectures once memory, attention, and attendance get affected by medication;

SPECIFIC EXAMPLES OF DISABILITY SUPPORT SERVICES FOR NCDA MEMBER AGENCIES

Persons with disabilities have issues and concerns on education, employment, health services, transportation, social services, telecommunications, and socio-political participation. Therefore, duty bearers need to create inclusive programs and services for persons with disabilities to avoid disability-based discrimination. The following examples will serve as a guide for duty bearers in providing accessibility, reasonable accommodation or support services for persons with disabilities.

NAME OF AGENCY	DISABILITY ISSUES AND CONCERNS	DISABILITY SUPPORT SERVICES TO PROVIDE
Department of Labor and Employment (DOLE)	Limited job offers for visual disability in government agencies	• Accessible online submission of job application; • An applicant with visual disability may be allowed to take a computerized or online examination instead of a handwriting examination by providing an accessible format (MS Word) of the examination paper. Or, may allow a reader who will read the examination paper for visual disability, with time extension during the exam; • Once decided to hire a visual disability, provide her/him a desktop computer with screen reader software in order to perform well; and • Conducts Disability Sensitivity Training to all Human Resources Personnel of government agencies

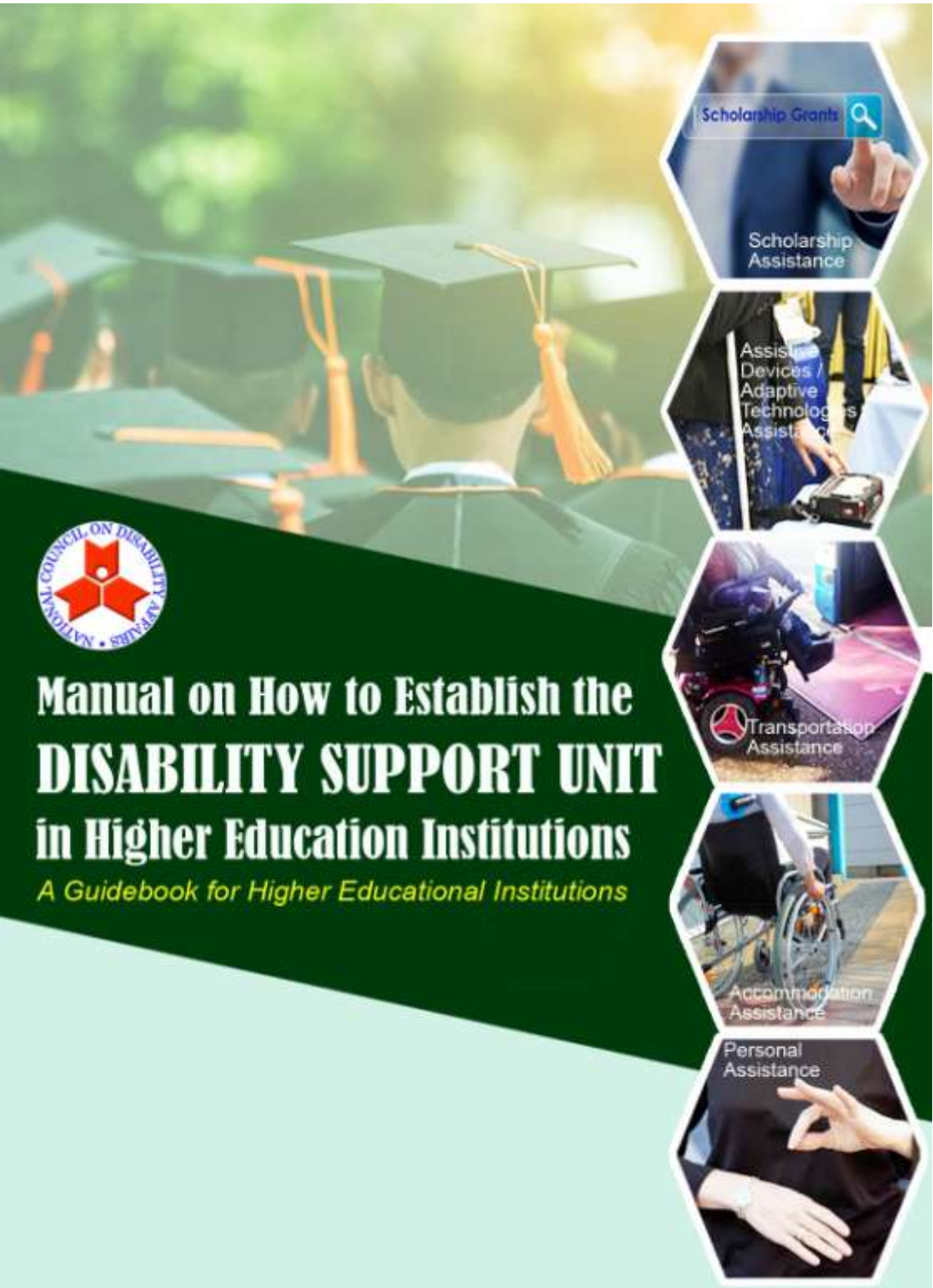
		for better understanding on RA 10524 "An Act Expanding the Positions Reserved for Persons with Disability, amending for the Purpose Republic Act No. 7277, as amended, otherwise known as the Magna Carta for Persons with Disability.
Department of Education (DepEd)	Persons with disabilities are prone to bullying and other attitudinal barriers	• Disability awareness lecture for students during foundation day; and • Creates a buddy system or peer support in school especially during an emergency situation.
Department of the Interior and Local Government (DILG)	• Lack of accessible sidewalks in the community or barangay • Limited establishment of PDAO	• Conducts accessibility audit in partnership with the City Engineering Office, with the presence of Persons with Disability Affairs Office (PDAO); • Provides a list of civil service passers who are persons with disabilities and may be qualified for the vacant positions in PDAO; and

		• Issuance of ordinance to ensure establishment or implementation of PDAO in compliance with RA 10070.
Department of Trade and Industry (DTI)	Persons with disabilities have limited knowledge and training in design and technical information in product concept	• Conducts inclusive livelihood training per city, municipality, or province; and • Provides free technical expertise in product development and design.
Department of Public Works and Highways (DPWH)	• Only stairs are available in national bridges • Inaccessible pedestrian lane for visual disability	• Installation of accessible wheelchair ramp and tactile flooring in all national bridges • Provides "audio guide" traffic light for visual disability
Department of Transportation (DOTr)	Inaccessible Public Utility Vehicles (PUVs)	• Under the Public Utility Vehicle Modernization Program (PUVM), government should ensure the provision of accessible or wheelchair-friendly buses, jeepneys, and other modes of

		transportation services for easy transport to school, workplace and other destinations; and • PUVs should have installed wheelchair ramp, wide-spaced area for wheelchair passengers, stop button to call the attention of the driver, and mobile application transportation system.
Department of Foreign Affairs (DFA)	Limited DFA satellite/regional offices	• An additional provision of satellite/regional offices with special lane services; and • Frontline personnel knowledgeable in sign language to assist the deaf and hard of hearing persons, and personnel who can assist the blind person in passport application.
Department of Justice (DOJ)	Limited access to legal services	• Prioritization lane for persons with disabilities seeking for legal assistance; • Monitoring and implementation of helpdesk for persons with disabilities in the police station; and

		• Provision of sign language interpreters in the police station to accommodate deaf and hard of hearing clients' complaints.
Philippine Information Agency (PIA)	Deaf and hard of hearing televiewers are deprived to access information announced in the television	• Close monitoring and implementation of Republic Act 10905 Closed Caption Law
Technical Education and Skills Development Authority (TESDA)	Lack of service providers giving caregiving, or personal assistant (PA) support to persons with disabilities	• Includes in caregiver's training how to deal or assist different types of persons with disabilities such as how to guide a blind, how to communicate with deaf or hard of hearing persons, how to provide care assistance to persons with orthopedic disability, how to deal with persons with intellectual or learning disability and psychosocial disability; • Organizes PA support system per type of disability, with a certificate of accreditation

Department of Information and Communications Technology (DICT)	Not all government websites are accessible or friendly for visual disability, deaf and hard of hearing persons	• Provides web accessibility training to universities and colleges, and teaching all students who are taking up web programming courses the web accessibility features; and • Conducts close monitoring and implementation of DICT Memorandum Circular No. 4 series 2017 "Philippine Web Accessibility Policy".



Manual on How to Establish the DISABILITY SUPPORT UNIT in Higher Education Institutions

A Guidebook for Higher Educational Institutions

Part II

Manual on How to Establish the Disability Support Unit in Higher Education Institutions (HEIs)

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INTRODUCTION

Part II of this manual is about "*Manual on How to Establish the Disability Support Unit in Higher Education Institutions*" and it was developed in response to the general comments No. 40 (1) under UNCRPD Article 24 Education stating that the State Party "*lacks of measures to provide for inclusive and mainstreamed education for persons with disabilities*". This manual provides samples of *required disability support services and individualized support measures* in accordance with the type of disability (Article 24 (41d)) that can be executed by schools or universities towards achieving the goal "Education for All (EFA).

NCDA also considered the recommendation of UNCRPD Committee to carry out first a participatory process prior to the development of this manual by involving students with disabilities and representative organizations of persons with disabilities including State Universities and Colleges (SUCs) and private Higher Education Institutions (HEIs), which resulted the conduct of "*Consultation Workshop on the Development of Manual on How to Establish the Disability Support Unit in Higher Education Institutions*" held last November 27-29, 2018 at Bayview Park Hotel, Manila.

This 3-day consultation workshop aimed at identifying environmental and attitudinal barriers being

experienced by students with disabilities which hinder their full and effective participation in tertiary education. Among the mentioned barriers during the workshop were inaccessible facilities as well as lack of reasonable accommodation, individualized support measures and teacher training supports.

Hence, this manual aims to guide Higher Education Institutions to craft an Education for All Action Plan (EFAAP) and Students with Disability Policy (SWDP) that outline how to make their school or university accessible for students, staff and visitors with disability. The Education for all Action Plan (EFAAP) is about protection of all students including persons with disabilities to achieve higher education by establishing a more inclusive and barrier-free university. While the Students with Disability Policy (SWDP) is the school or university's guidelines requiring the provision of accessibility, reasonable accommodations and support services for students with disabilities to participate actively and fully in university life. It contains the "modifications to be made to the learning environment and teaching method and delivery" and "adjustments to be made during assignment tasks, classroom lectures, and examinations" to ensure completion of tertiary education.

To highlight such, this manual will serve as a guide of SUCs and Private HEIs on how to provide accessibility,

reasonable accommodation or support services to students with disability as stipulated in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Moreover, this manual will also guide and inform HEIs particularly on How to Establish the Disability Support Unit by guiding the professors, personnel and school administrators on what disability support services to offer for students with disabilities as well as what training supports are needed by teachers, professors, and employees who will be dealing or assisting students with disabilities.

RELATED LEGISLATION ON EDUCATION OF PERSONS WITH DISABILITIES

Education is a fundamental human right of everybody to acquire knowledge, skills, and moral values to become productive citizens of the nation. Through education, a person may contribute to the social and economic progress of one's country.

Persons with disabilities are entitled to claim the same right to education on an equal basis with others as stated in the UNCRPD. For persons with disabilities, achieving tertiary education is the key to independence and self-progress. By finishing tertiary education, persons with disabilities have a higher chance to get employed.

And once employed, persons with disabilities may be able to support their family and daily needs.

For the protection of their right to education, there are international and domestic laws protecting and promoting equal access to education of persons with disabilities which stated below.

As stated in the 1987 Philippine Constitution Article XIV Section 1 and 2 (5), it is the duty of the State to protect and promote the right of *ALL citizens to quality education at all levels and take appropriate steps to make education accessible for all.* Therefore, the responsibility of the government to establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives shall also be available to the *underprivileged group like persons with disabilities.* These support services are great helps for students with disabilities to attain tertiary education since majority of them come from poor families and cannot pay their tuition fees.

Aside from this law, the Philippine Development Plan (PDP) 2017 – 2022 as the first medium-term plan to be anchored on the 0-10 point Socioeconomic Agenda and geared towards the Ambisyon Natin 2040, persons with disabilities are included in the "Matatag, Maginhawa at Panatag na Buhay" for *ALL Filipinos*. This Ambisyon Natin 2040 aims to develop the fullest

potentials of ALL Filipinos as stated in the Pagbabago Pillars by achieving quality, *accessible,* relevant and liberating basic *education FOR ALL* and strengthen the *inclusion programs.*

While in the Sustainable Development Goals (SDGs) as adopted by UN member states in 2015, education has also been included as one of the urgent actions by 2030 to ensure inclusive and equitable quality education and to promote lifelong opportunities for all.

And as a member state of the United Nations, Philippines committed to support the education of persons with disabilities wherein our country was one of the signatories of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) on September 25, 2007, and ratified this UNCRPD on April 15, 2008. This international treaty aims to protect, promote and ensure the full and equal enjoyment of ALL HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS by all persons with disabilities in particular with the education of children, young persons and adults with disabilities (CRPD, 2006).

Moreover, as stipulated under UNCRPD Article 24, the Philippine government shall recognize the rights to education of persons with disabilities by *ensuring an inclusive education system at all levels*. The Philippine government shall ensure persons with disabilities are not excluded from the general education system *instead*

receiving the support services required for effective and quality education. The *individualized support measures shall also be provided by HEIs* as part of the inclusion program by specifying reasonable accommodation and support services needed in the absence of accessibility.

Even the Magna Carta for Persons with Disabilities under Chapter 2 Section 12, 13 & 15 known as RA 7277 stated that education must be accessible for persons with disabilities. Moreover, it strictly states that no learning institution should deny admission of students because of disability because this is unlawful, and shall be considered as an act of disability-based discrimination.

In response to the said legislation, the government encourages learning institutions to *take into account the special needs of persons with disabilities* in the use of school facilities, class schedules, physical examination, provision of auxiliary services, scholarship grants, student loan programs, subsidies, and other special concerns. To support this, it is also specified in RA 7277 Chapter 2 Section 17 that the National Government shall allocate funds to State Universities and Colleges (SUCs) to provide the necessary special facilities for different types of disabilities.

Aside from the above-mentioned laws, under the Commission on Higher Education (CHED Memorandum Order No. 9 series 2013 "*Enhanced Policies and*

Guidelines on Student Affairs and Services" the essential services to students shall also be provided to students with disabilities such as admission, scholarship and financial assistance, food, health, security and safety, housing and residential services, multi-faith, foreign/international students, *services for students with special needs* and other programs such as culture and arts, sports, social and community involvement.

One salient provision of CHED's Memorandum is the Unified Financial Assistance System for Tertiary Education (UniFAST). The Tertiary Education Subsidy (TES) 3a under UniFAST program is intended for students with disabilities *covering special services, personal assistance, transportation, equipment, and supplies, with a maximum annual TES value of P60,000.00*.

A student in a wheelchair who is unable to get into school due to high fare cost may avail support from UniFAST using transportation assistance. A student with visual disability may pay for her/his personal assistant through UniFAST, since the sighted guide is needed to accompany her/him in school. Through UniFAST's budget for equipment and supplies, a hard of hearing student may also be able to buy an assistive device like hearing aid to easily hear the daily conversation, class lectures and discussions.

In the event that the students with disability are unable to benefit from UniFAST, CHED's Student Financial Assistance Programs (StuFAPs) is also one alternative support for students with disabilities to request for financial support.

HOW TO MAKE YOUR UNIVERSITY OR SCHOOL ACCESSIBLE FOR PERSONS WITH DISABILITIES?

THE GENERAL FRAMEWORK ON DISABILITY SUPPORT SERVICES

(Theory of Change)

To remove the barriers encountered by students with disabilities, Disability Support Services (DSS) should be provided and the DSS Framework may help by applying the three (3) processes:

Processes on Establishing Disability Support Services

A. POLICY REVIEW

It is important to review the existing policies of the universities pertaining to students' welfare to ensure that all students receive equal opportunity on an equal basis with others, having no discriminatory procedures stated in the policy.

The policy may be subjected for revision once determined the limitations or serious flaws which are not amenable to students with disabilities. The policy review and amendments shall be fair and just, ensuring not to intimidate or discriminate students with disabilities during the enrolment up to the employment procedures.

More importantly, students with disabilities should be consulted in the development and review of policies

and procedures which has great impact in their lives in the university. Higher Education Institutions (HEIs) are obliged to provide equal access and opportunity to the education of students with disabilities. It would be unlawful if the university discriminates a person on the grounds of disability; whether it is direct or indirect discrimination.

Discrimination may be seen in the following examples: if the university refused to accept students with disability during admission or enrolment period, or if the university imposed a condition or requirement same with others but unreasonably excluding students with disability. Students with disability who believe they have been discriminated may take proper action by filing complaints through the help of the Disability Support Unit (DSU). The Disability Support Unit plays a vital role in assisting students with disability during their entrance examination, enrolment, class scheduling, classroom setup, and lecture arrangement until graduation status.

II. FUNDING SUPPORT

If upon reviewing of its existing student policies on education, and found out that the university has no support services and reasonable accommodation for students with disability, the university may opt to consider amendment of their policies with the proposed budget

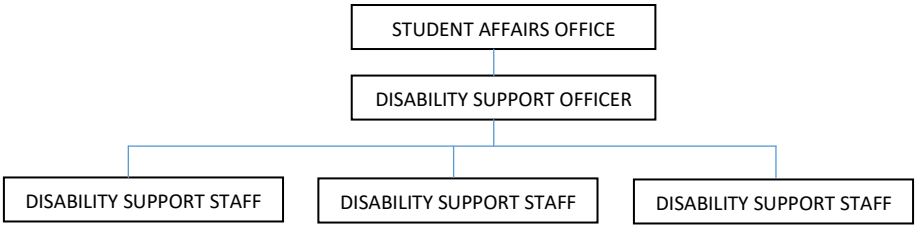
allocation on Disability Support Services, having in mind the establishment and sustainability of Disability Support Unit (DSU).

For public HEIs, the administration may opt to utilize the existing funds for operational expenses and utilize the yearly General Appropriation Act (GAA) for building infrastructure and school facilities as well as the facilitation of disability support services. This, however, is still under management's prerogative.

Meanwhile, expenses on capacity building support for university officials and staff may also be deducted from the Gender and Development (GAD) budget to be more sensitive to the needs of students with disability. GAD budget is mandated to all government agencies and instrumentalities including local government units (LGUs) to allocate a minimum of 5% of their total appropriations for GAD programs and projects.

The Education for All Action Plan (EFAAP) and Students with Disability Policy (SWDP) may also lead to the establishment of DSU to provide proper assistance and training for employees and students with/out disability.

III. ORGANIZATIONAL STRUCTURE



IV. HUMAN RESOURCES

The Disability Support Unit requires manpower to handle all the concerns of students with disabilities. It can be placed under the Student Affairs Office (SAO) to be headed by the Disability Support Officer (DSO) who oversees the operations. The Disability Support Officer together with her/his support staff takes the responsibility to ensure equality and equity is given to students with disability in a non-discriminatory manner. Staff shall expect that students with disability will discuss their specific required support services and eventually negotiate solutions to provide them reasonable accommodations or support services during their studies.

The support staffs are expected to respond and ensure familiarity with the particular requirements of students with disability, and taking into account the diversity of student's needs even in the delivery and choosing of courses. As to any other costumer-related

services, the staff shall maintain a professional and friendly approach to students with disability, for them to discuss their issues and concerns and shall treat their requests seriously.

The DS Officer and staff will work with students and professors to ensure that the learning environment is inclusive, accessible and fair for all. Staff shall be given the appropriate training and skills development programs to become familiar with the needs of students with disability. They shall be aware on the principles of equitable academic opportunity and appropriate use of language and attitudes towards students with disability.

Based on the survey conducted last 2016, majority of the higher education institutions are more likely to enhance their capacity on awareness on disability. In fact, this particular suggestion as reported by the participating HEIs, reflected too in the UNCRPD's recommendation item 18c "*strengthening thru trainings and capacity building activities among public authorities*" and Article 24 (41c) "*ensure teacher training to support students with disabilities in regular classrooms*".

The lack of knowledge, information, and education on dealing with different types of disabilities oftentimes leads to disability-based discrimination. Thus, majority of the universities in this survey answered positively to attend the following trainings which could

be possibly handled and implemented by the Disability Support Unit in partnership with the National Council on Disability Affairs (NCDA):

a. Disability Sensitivity Training (DST). DST is one of the recommended solutions against disability-based discrimination specifically intended for faculty, professors and other frontline staffs of the HEIs. The said training will make the said roster of staff more confident and prepared enough to accept students with disability.

Becoming an inclusive school or university includes changing behavior and attitudes towards persons with disabilities and eliminating the fears and apprehensions on interacting with them. With this, it is expected that these changes would create a supportive and inclusive environment. Disability sensitivity training encourages university personnel to provide accessibility, reasonable accommodation and support services for students with disabilities to better understand their lives.

The first topic in this training will be the "disability perspectives and disability laws" to be followed by information on how to assist or deal with different types of persons with disabilities such as visual disability, learning, and intellectual disability, psychosocial disability, physical or orthopedic disability, and deaf or hard of hearing persons.

For most of the lectures, resource speakers are persons with disabilities to share their personal life's experiences, struggles and success. A role play will be used as workshop to encourage people without disabilities to experience having a disability, as well as understanding persons with disabilities' daily living.

b. Accessibility Audit. Making the school accessible has been one of the clamors of persons with disabilities when it comes to ensuring their full access to tertiary education. During the Consultation Workshop, accessibility audit was suggested by the participants to check the accessibility of the school facilities.

The accessibility audit serves as the response in line with UNCRPD Committee's recommendation *to take measures in making schools accessible (Article 7 (17c)) while living with their families,* as well as *Article 24 (41b)improving the implementation of the principle of universal design, including accessibility and reasonable accommodation for learning* and *the adherence to targets 4.5 and 4a of the SDG to ensure equal access to all levels of education and vocational training and build and upgrade education facilities that are disability-sensitive and safe (item* 41f).

Accessibility audit seeks to improve the accessibility of the environment, whether public or private places. It is believed that if the university has

accessible facilities, it will encourage potential number of enrolees with disability because they can fully participate in academic and non-academic affairs inside the campus.

Under Batas Pambansa 344 also known as Accessibility Law, buildings, institutions, establishments, and public utilities are mandated to enhance the mobility of persons with disabilities by installing accessible facilities and other support devices. This also includes the provision of an accessible entrance, helpdesk, offices, classrooms, recreation areas, clinics, libraries, laboratories, toilets, dormitories, sidewalks, parking areas, roads and streets, and pedestrian crossing as well as provision of signages, and tactile floorings.

The university may opt to form members of the Accessibility Audit team comprising of architects, facility managers, building control officers and engineers in consultation with persons with disabilities (please see Annex A - Accessibility Audit form for reference).

School facilities like entrance gate, helpdesk, classrooms, study areas, departmental offices, clinic, libraries, laboratories, swimming pool, gymnasium, theatre, canteen, dormitories and recreation areas, including toilets, sidewalks, and parking space that can be found inside the campus are also places to be part of the accessibility audit.

c. Disability Library Section (DLS). DLS is a small section inside the library, equipped with disability-related research materials and studies including disability laws and policies which are being supplied by NCDA to schools or universities. This space is an appropriate venue for academic researchers or students to easily locate disability-related documents, pamphlets, books, brochures, digital video discs, and similar materials. The establishment of DLS is in partnership with NCDA through a signed memorandum of agreement or understanding.

d. Sign Language Training. Based on the survey conducted by NCDA in 2016, Sign Language Training is one of the demands as teacher training support to easily communicate with the deaf and hard of hearing students.

This training responds to UNCRPD recommendation under Article 24 (41c) "*ensure teacher training to support students with disabilities in regular classrooms*". Deaf or Hard of Hearing students may not understand the class lectures if there are no support services like provision of sign language interpreters inside the classroom or during online meetings, and video presentation with captioning or subtitles. It is also important that professors or teachers know how to communicate with the deaf and hard of hearing students even using the pen and paper or finger spelling. Or else, these students may be left behind in their class

lectures, assignments, and examinations (please visit www.ncda.gov.ph for the Directory of Sign Language Interpreters and Organizations for reference).

Sign Language is a formal language that is used to communicate with the deaf or hard of hearing by employing a system of hand gestures or hand movements that has corresponding spoken words. A university must promote the social inclusion of deaf and hard of hearing students by learning the sign language even a bit of knowledge on finger spelling. Finger spelling means signing using our ten (10) fingers.

In the Philippines, as stipulated in Republic Act No. 11106, Filipino Sign Language (FSL) is declared as the national sign language and medium of official communication in all transactions involving the deaf (Section 3) including government workplaces such as State Universities and Colleges (SUCs). SUCs are also encouraged to conduct awareness and training seminars on the rationale and the use of FSL (Section 7). Meanwhile, in the Teacher Education Programs, learning of FSL shall be offered as part of the curricular or co-curricular of teachers (Section 4d). Gauging from these provisions, higher education institutions are obliged to use Sign Language as a form of communication for the deaf and hard of hearing students.

e. Web Accessibility Training. Just like anybody else, persons with disabilities have the freedom to express their opinions and the right to access information (UNCRPD Article 21) which includes websites.

Based on the 2016 NCDA survey, only 20 HEIs websites were considered accessible to persons with disabilities. Most of the universities' websites are not accessible particularly for the visual disability, deaf and hard of hearing persons. Having said this, most of our persons with disabilities, especially those with visual disabilities, deaf and hard of hearing persons cannot fully maximize the website contents. Provided that there are web accessibility features; e.g. screen reader or Braille display, any blind person may be able to read the web content as it will allow text to speak or convert text information to audio format.

To illustrate, for example, pictures or images on a particular website are difficult to read by screen reader if there is no web accessibility. Websites should have an accessibility feature that translates pictures or images into the "text alternatives" attribute and with short information describing the image. This feature enables visual disability to understand the image presented.

Furthermore, through web accessibility, the deaf or hard of hearing persons may be able to understand the spoken information from an audiovisual presentation

through closed captioning or subtitles. Closed captioning is a display text of the audio material, transcribing the spoken information. Likewise, visual aids are useful to understand the audio material and an interpreter inset helps in signing the conversations in videos using the sign language.

As part of Philippine's initiative to comply with the UN Web Accessibility Design Compliance, the Philippine Web Accessibility Group (PWAG) was formed by the National Council on Disability Affairs (NCDA), Department of Information and Communications Technology (DICT) and the Department of the Interior and Local Government (DILG). The PWAG as non-government organization is composed of web designers and advocates based in the Philippines, promoting full compliance on web accessibility of all government websites.

State Universities and Colleges (SUCs) as government agencies are covered by this Philippine initiative and may request support from DICT and PWAG to make their websites and other internet-based systems such as online library accessible for students with disabilities (www.pwag.org)

f. Disability Inclusive Disaster Risk Reduction Management. During emergency situations, persons with disabilities may have difficulty in moving from one place

to another. Persons with disabilities have functional limitations in times of emergencies, risks or disasters like fire, earthquake, typhoon, flood, etc.

To illustrate, a blind person may have difficulty in seeing fallen debris or fallen materials while deaf or hard of hearing persons have difficulty in hearing sound alarms or other important announcements. Practically, it would be hard for them to converse immediately. On the other hand, some orthopedic disabilities may have mobility problems like inability to walk, stand, or move fast as compared to a person without mobility problem.

Therefore, HEIs must keep them safe and should provide disaster evacuation plan for students with disabilities during emergency situations like fire, earthquake, flood, etc. The university should make response plans enabling them to do specific tasks in assisting the student with disabilities in times of emergency situations. The university should take priorities in keeping students with disabilities in safer situations, just like the non-disabled students. The conduct of mobility orientation within the university premises is necessary for students with disabilities which may include where to find the life vest, fire exit, emergency elevator, and fire extinguisher in case of self-survival.

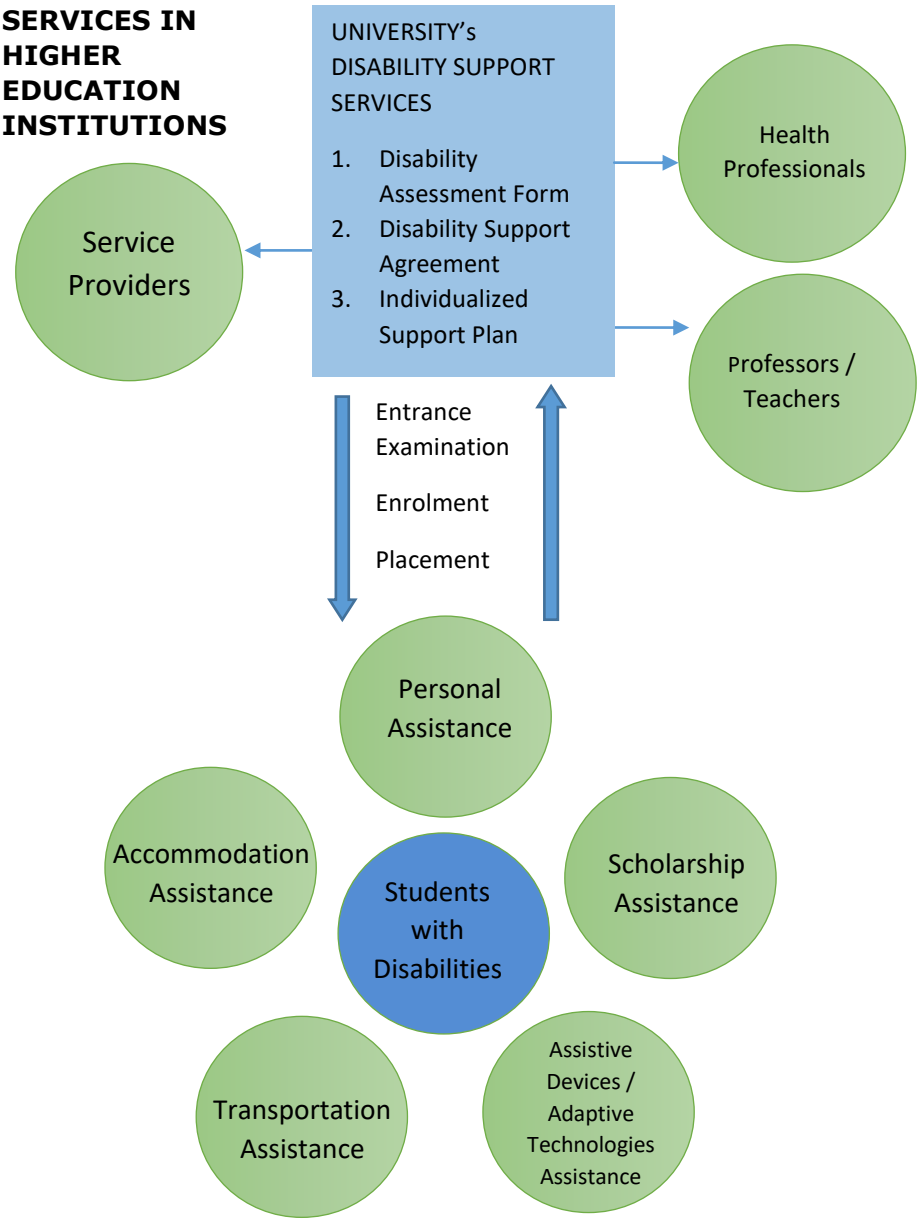
Specifically, staff and personnel particularly the frontline staff like janitor, janitress and security guards,

should be knowledgeable enough in assisting the student with disabilities during rescue situations. This can be practiced during university's emergency drills and should be included as part of the evacuation plan. They should also keep track the students with disabilities' class schedules and contact numbers and see to it that the students with disabilities are aware of the safe exits and entrances of the campus. Students with disabilities should be informed of what to do for self-survival in the absence of rescuers.

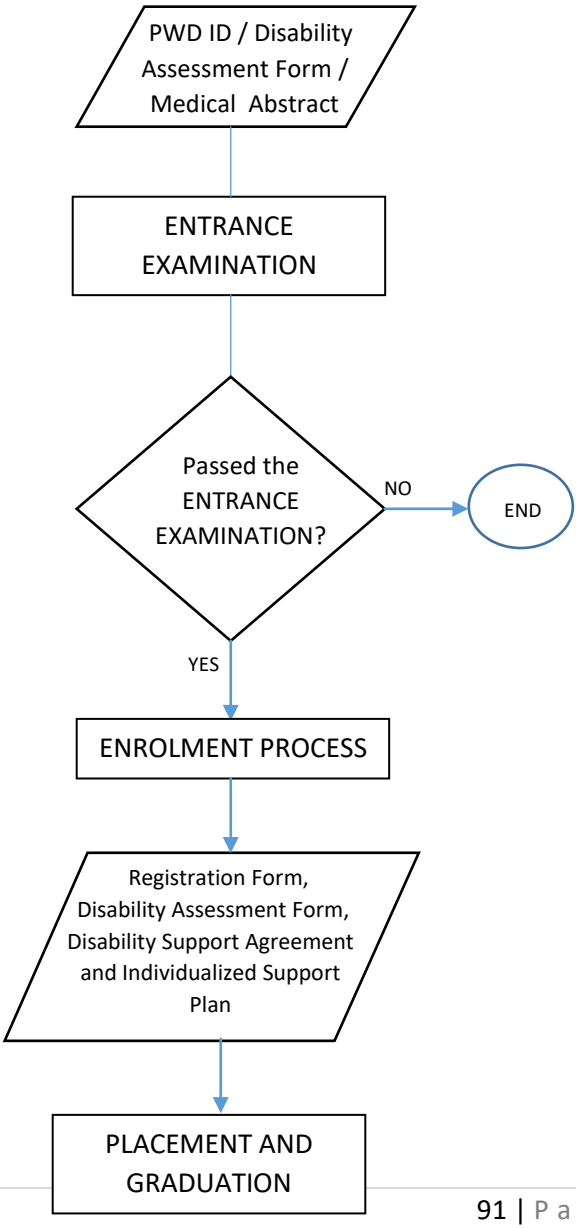
In case of distribution of "Go Bags", students with disabilities must also be included in the list. This emergency kit should be kept and easily be picked up by students with disabilities in times of emergency to make them feel secure and safe.

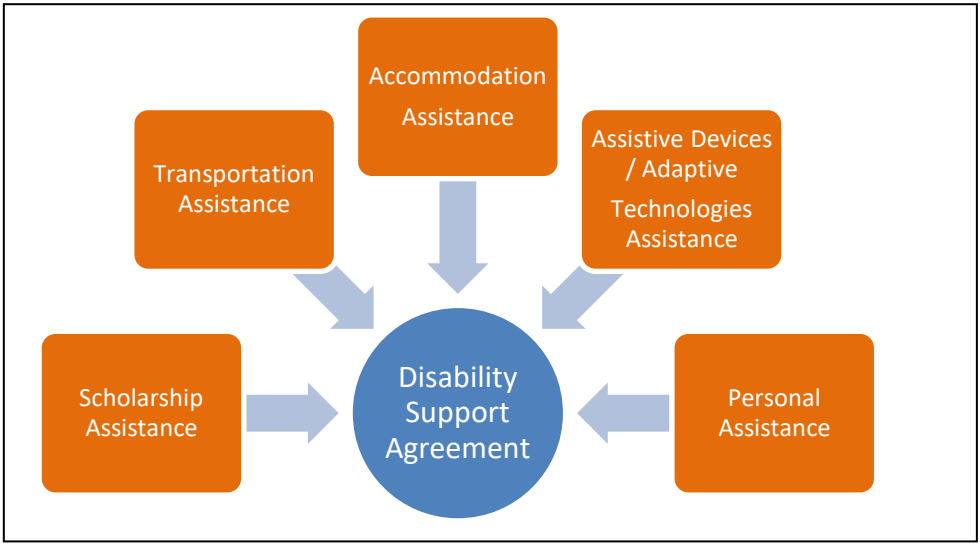
An alert devices and systems are recommended such as auditory signals for visual disability and visual signals like strobe or flashing lights for deaf and hard of hearing persons to alert them about the incoming emergency situations or disasters.

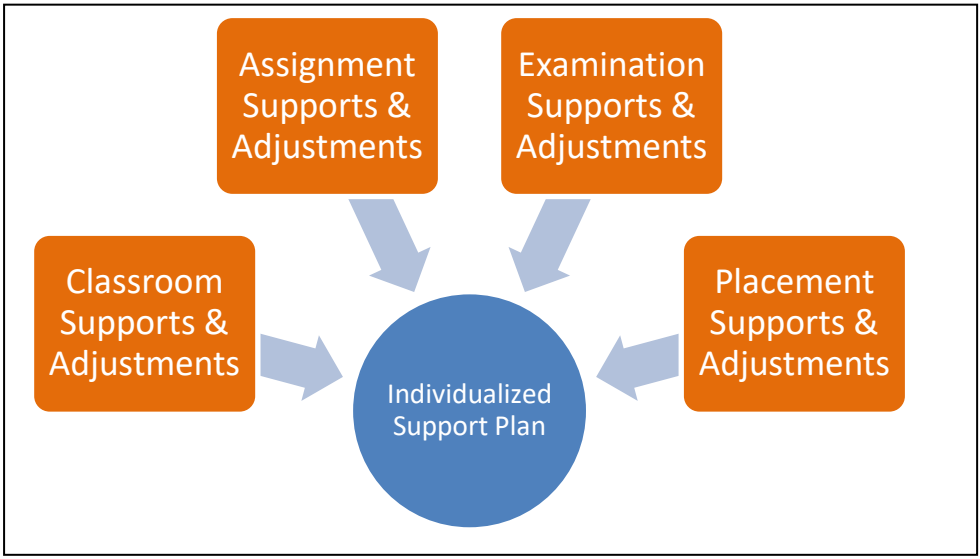
V. DISABILITY SUPPORT SERVICES IN HIGHER EDUCATION INSTITUTIONS



VI. SYSTEM FLOWCHART




Accommodation Assistance
Transportation Assistance
Assistive Devices / Adaptive Technologies Assistance
Scholarship Assistance
Disability Support Agreement
Personal Assistance


Assignment Supports & Adjustments
Examination Supports & Adjustments
Classroom Supports & Adjustments
Individualized Support Plan
Placement Supports & Adjustments

VII. ROLES AND FUNCTIONS

The Disability Support Unit (DSU) should be under the Student Affairs Office (SAO) to facilitate the provision of supports, programs, services, accessible facilities, and inclusive activities for students with disabilities and enhance disability awareness among all constituents of the university. It is also established to provide accessibility, reasonable accommodations, and support services for students with disabilities to fully participate in tertiary education on an equal basis with others.

DS Officer and staff should be familiarized with types of disability, namely:

1.) Visual disability
2.) Deaf or Hard of Hearing
3.) Orthopedic or physical disability
4.) Learning disability
5.) Intellectual disability
6.) Psychosocial disability
7.) Speech Impairment

VIII. DISABILITY SUPPORT AGREEMENT (DSA)

The following recommendations may include in the Disability Support Agreement (DSA) and Individualized Support Plan (ISP) by providing personnel

and staff including teaching staffs information on how to incorporate reasonable adjustments and support services for students with disabilities:

1. Entrance Examination

Students with disabilities shall make early coordination with the DSU staff to schedule for her/his entrance examination which can be done through walk-in processing, or online arrangement.

The university shall take into consideration to provide an accessible format of the examination paper particularly for visual disability.

Students with disabilities must disclose the nature and extent of their disability through the Disability Assessment Form (DAF) to have the necessary support and accommodation. Confidential information about their disability will not be disclosed unless there is consent from students with disabilities, with exceptional circumstances like safety issues.

Before taking the entrance examination, the DSU staff may require the students with disabilities to fill out the DAF, which will be the basis on determining the support services or reasonable accommodation needed (Please see attached DAF sample which can be found in Annex B). They should take note that each type of

disability differs from other disabilities in terms of the required support services or reasonable accommodation needed.

The Disability Assessment Form (DAF) will be used to develop an appropriate support plan for students with disabilities which may validate by the school's health professional. The Disability Assessment Form must be signed by students with disabilities, disclosing personal and sensitive information for proper management of health or medical condition and any welfare or critical incidents that would affect their study.

In this form, student with disability will have to describe her/his disability (with attached disability I.D., certificate of disability or medical abstract), and required changes or adjustments in a classroom setup, class lectures, assignments, and examinations.

For example, student with visual disability (totally blind) might request a computerized examination therefore, computer with screen reader shall be provided, or instead, she/he might require a reader for her/him to take the exam.

On the other hand, orthopedic disability might also request a computerized examination, instead of a handwriting examination since she/he has weak hands and difficulty in handwriting. Nevertheless, these

weaknesses should be declared in her/his assessment form to process the request.

In the process of student selection for the entrance examination, the university shall assess the academic competence of students with disability particularly those with exceptional conditions which may be exempted, provided there are supporting evidences. Students with disabilities who meet the standard admission criteria will be accepted, having no pre-judgements on their ability to cope with the demands of their course.

If a disability is non-apparent, a disability identification card, and a certificate of disability or medical abstract may submit to the DSU staff for verification. The medical abstract must be dated, completed and signed by the medical doctor or specialized doctor using an official letterhead. Diagnosis or medical assessment must be written describing the disability and outlining its effects on academic performance. This medical abstract must state if the disability is a permanent, fluctuating or temporary condition, with corresponding recommendation for reasonable accommodations, support services or adjustments.

Medical doctors or specialized doctors to be considered are:

- Ophthalmologists for blind or low vision
- Audiologists for deaf and hard of hearing persons
- Neuropsychologists, clinical psychiatrists or psychologists for psychosocial disability
- Orthopedic doctors or surgeon for physical or orthopedic disability
- Neurologists for learning and intellectual disability

The certificate of disability for students with visual disabilities should state whether she/he will be needing a screen reader software, large-print reading material, appropriate font size, and time extensions during examinations and assignment tasks. A vision assessment shall be undertaken by a specialist to ensure the provision of most appropriate accessible format reading materials and adaptive technology services.

For students with learning disabilities, a diagnostic assessment from psychometrician should describe the student's current level of aptitude, achievement, and ability to process information. It also includes statements regarding the learning strengths and weaknesses that will affect the student's ability to meet academic demands.

2. Enrolment Processing

If the student with disability successfully passed the entrance examination, the DSU staff may assist the said student in the completion of the registration process up to the payment stage if needed. Upon completion of enrolment, the DS officer will further study the information stated in the student's Disability Assessment Form (DAF) which serves as the bases for Disability Support Agreement (DSA).

There will be Disability Support Agreement (DSA) between the management and the student with disability certifying the support services, reasonable accommodations or adjustments to be provided and facilitated by the university. This must be signed by the two parties with witnesses for proper implementation and execution.

The said DSA should also explicitly identify the scholarship assistance, assistive devices / adaptive technologies assistance, transportation assistance, accommodation assistance, and personal assistance that the student with disability may need. (Please see example of Disability Support Agreement (DSA) in Annex C for reference).

The following are samples of reasonable adjustments or support services which may include in the DSA:

a. Scholarship Assistance. Oftentimes, the capacity to pay the tuition fees and other school fees hinders access to tertiary education. Hence, scholarship assistance is a vital component of the DSA. The DSU officer and staff should be aware of the educational programs of different government agencies such as CHED, DSWD, DOST, etc. which may be considered as partner agencies of the university in providing scholarship assistance (please see Annex D - NCDA List of Scholarship Assistance for reference). An example is the CHED's UniFAST Tertiary Education Subsidy 3a (TES 3a) which is intended for students with disabilities that covers expenses on *special services, personal assistance, transportation, equipment, and supplies.*

b. Assistive Devices / Adaptive Technologies Assistance. When student with disability declared in her/his assessment form that she/he needs a white cane device/wheelchair/hearing aid for her/his study, the DSU officer may include in the DSA the provision of this assistive device or any other adaptive technologies like laptop, mobile phone with text to speech features, Braille printer, and other supportive devices which can be deducted from UniFAST TES 3a subsidy (Please see Annex

F - List of agencies offering assistive devices/technologies for reference).

c. Transportation Assistance. For orthopedic disability, particularly wheelchair users, inaccessible transportation vehicle is the problem which hinders them to travel from home to school and vice versa. The university may provide mobility van or shuttle service with an accessible wheelchair ramp or lift to make easy moving around the campus. Otherwise, DSU officer may facilitate coordination of accessible Public Utility Vehicles (PUVs) with accessible sidewalks, and loading and unloading zone (inside and outside the campus) for the safety of students with disabilities. On the other hand, wheelchair user may take a taxi cab or other modes of transportation in which expenses can also be deducted to UniFAST's transportation assistance. (Please see Annex G - List of agencies offering wheelchair-friendly van or buses for reference).

d. Accommodation Assistance. In case of difficulty in transporting from school to home or vice versa, an alternative solution is offering an accessible dormitory or accommodation. Wheelchair users may have the option to reside in the school dormitory to minimize the high cost of transportation expenses. Accessible facilities must be considered in building the infrastructure of the dormitory particularly for wheelchair users and visual disability.

e. Personal Assistance. If a person with disability cannot perform specific tasks, a personal assistant may be of help.

In case a visual disability needs someone to accompany her/him in going to classrooms and other places within the campus, a sighted guide is the kind of personal assistant to be provided by the university.

Likewise, a wheelchair user with severe disability who likes to study may request permission to let her/his "carer" or caregiver gets inside the classroom if needed and be permitted by the university. The presence of a carer inside the classroom is an optional for the wheelchair user to immediately ask for assistance especially when going to the toilet, bringing heavy things, or pushing her/him in the wheelchair ramp.

When it comes to deaf or hard of hearing student with disability, a sign language interpreter is a kind of personal assistant that should be made available by the university. Filipino or English Sign Language can be arranged in class lectures and tutorials even in the examination and enrolment period. Through sign language interpreters, they can follow the lectures inside the classroom. The interpreters serve as the medium of communication in class between the deaf or hard of hearing students and the professors including her/his classmates (please visit www.ncda.gov.ph for the

Directory of Sign Language Interpreters and Organizations for reference).

Otherwise, in the absence of personal assistant, school personnel including students without disabilities may extend help to students with disabilities. That's why capacity building on dealing with different types of disabilities is important and should be learned by all people in the university.

c. Placement

To participate in the education and training on the same basis as students without disability, *UNCRPD Article 24 Education* states the importance of individualized support measures that recommend what reasonable accommodations or adjustments to be provided for students with disabilities. An Individualized Support Plain (ISP) is negotiated through the Disability Support Unit (DSU) Officer by student with disability. Individualized Support Plan is a written statement providing reasonable adjustments or support services to meet the individual needs of student with disability.

A student with disability will register for support and be provided of an Individualized Support Plan, with an outline recommended adjustments or support services. Through the Disability Support Unit, an Individualized Support Plan may properly be identified

and be approved based on an interview with the student with disability. This document may be forwarded by student with disability to their professors for merit and consideration. The Individualized Support Plan is a document issued by DSU reminding the professors or teachers on the needed support services or adjustments of their students with disabilities in their attendance, classroom setup, class lecture presentation, assignments, examinations, and non-academic activities to achieve full and active participation in class.

However, academic staff or professors can discuss its contents with the DS Officer if needed, especially if the reasonable adjustments will compromise academic integrity, or lower the academic standards of the university. This adjustment is defined as "reasonable" if not causing "unjustifiable hardship" to the educational institution; therefore, the academic professor is not obliged to grant the request even if this will pre-empt the student with disability's participation in class.

Moreover, it is also used as a supporting document for granting a time extension in doing the seatwork or assignment tasks as well as answering the examination due to fluctuating health conditions.

In preparing the ISP, the DS Officer should coordinate with the Information Technology (IT) or Management Information System (MIS) division when it

comes to the technology-related supports like provision of larger computer screens, screen enlargement software, screen reader software, text to speech software and accessible website and online library for visual disability; an accessible desk in computer laboratory or special adaptive technologies like mouth wand and joystick for orthopedic disability; and an audio-video presentation with subtitle or an inset sign language interpreters or captioners for deaf or hard of hearing students during online meetings. Therefore, IT or MIS officers and staff must also be aware or familiar on how to use the adaptive technologies or devices being used by persons with disabilities.

Some students with visual disabilities will have difficulty accessing printed materials and resources and will require an alternative format. Therefore, the DS Officer and staff including IT or MIS staff and professors need to be aware of giving an accessible or electronic format materials and resources. The IT or MIS division may help to convert the material into accessible format for students with visual disability which may be in accessible PDF or MS Word document.

Moreover, it may also stated in the ISP that the sighted guide of blind student, a carer of an orthopedic disability, or sign language interpreters / captioners of deaf or hard of hearing student will be permitted by the university to get inside the classroom to ensure their full

participation in class, with no involvement or participation in class. (Please see Annex E - Sample ISP for reference).

IX. THE INDIVIDUALIZED SUPPORT PLAN (ISP)

Academic classes need to be inclusive and accessible for all students with disabilities and can only be done through the Individualized Support Plan (ISP) by providing the following reasonable adjustments or support services 1.) Classroom supports & adjustments; 2.) Assignment supports & adjustments; 3.) Examination supports & adjustments; and 4.) Placement supports & adjustments.

The following are recommended to include in the Individualized Support Plan (ISP):

Medical Condition Statement. In this portion, describing the existing or fluctuating medical condition of student with disability and its impact on her/his studies is important to mention including the required accessible classrooms and personal assistance services needed.

Classroom Supports & Adjustments

Classroom venue. Students with orthopedic disability especially wheelchair users must be placed in a

classroom located in the ground floor, near the accessible toilet. The building must have a wheelchair ramp in case stairs are present. If there is no option but to place her/him in the second floor or to another floor, make sure that there must be an elevator or lift or else, frontline staff may be requested to carry/lift the wheelchair user to go to the venue.

Accessible washroom or toilet. The university should follow the architectural design requirements for an accessible toilet or washroom in accordance with Batas Pambansa 344. An accessible toilet must have the following features: 1.) adequate height of grab bars at both sides of toilet bowl; 2.) adequate turning space; 3.) wide and light-weight door and door knobs; 4.) adequate height of faucet; 5.) low switches; and 6.) graphic sign of international disability logo posted in the front door of accessible toilet. The toilet may also have a spray bidet near the toilet bowl and a walled mirror.

Attendance adjustment. A student with disability's health condition has an impact on her/his attendance. Therefore, professors/teachers should speak with their students with disability to determine the reasons for absence and would extend adjustments based on the individual needs concerning the student's attendance record.

May need to exit the classroom during exacerbation of health condition. At times like this, professors may allow the students with disability to exit the room to manage their symptoms.

Difficulty participating in class. Students with disability may experience difficulty interacting with others in class or participating in class discussions due to the impact of their disability or medical condition. Therefore, students with disability shall be allowed to participate according to own ability without forcing them to do so. Otherwise, they may lose the ability to follow instructions or this may prevent them from attending classes,

Students with disability who may experience difficulties in understanding the class subjects or topics due to a receptive language difficulty or perhaps concentration difficulties caused by their medical condition, shall approach the professors to clarify the topics despite being present in the class. They may arrange tutorials with their professors to explain topics, tasks and any materials presented.

Allow repeating questions during class. Some students with disabilities may unable to hear questions clearly during the class especially those with hearing problems. Professors shall repeat the questions if requested so that the students may be able to follow the discussion and have the opportunity to contribute in

class recitation. Teaching staff may be requested to wear a microphone and attach it in an upright position, free from obstructions.

Sitting in front of the class. Students with disability who rely on lip-reading may need to sit in front of the class due to hearing impairment so that the lecture contents are audible. They may request also the professors to face the class when delivering class lectures. Teaching staff shall ensure that lecture videos have captioning or subtitles.

Students in a wheelchair may also choose to sit in front for easy entrance or exit to the classroom especially when going to the nearest comfort room.

Advance copy of class lectures/materials in an accessible format. Prior to class, students with disability may request for an advance copy of class lectures/materials especially those students with visual disability, and learning and intellectual disabilities. They may also be allowed to access the files during the class through an electronic device to follow class lectures and/or effectively take down notes. Students with visual disability need an accessible format of lectures/materials whether in Braille format, audio recordings, large print, or Microsoft Word files to read/understand its contents using their computer or laptop. They may also be allowed in bringing their laptop to follow class lectures.

Other types of disability like intellectual or learning disabilities need the advance copy of lectures as well, to request proper guidance from parent or person who can explain further the topics. They should also be provided with reading lists in advance for proper guidance or tutorial purposes.

Students with disability may unable to follow the lectures on time or may experience periods of illness/exacerbation leading them to fail in meeting the deadline of submission of their assignments, or follow discussions in class. Thus, early access to class lectures or lecture recordings or note-takers should be considered.

Ergonomic furniture. Students with orthopedic disability may have ergonomic furniture in class like a wheelchair-friendly table or chair. Teaching staff may be asked for help if ergonomic furniture is being used by other students.

Personal assistant support. Students with disability may have support person with them like carer, sighted guide, sign language interpreters, or captioners to help manage disability or medical condition. These persons are only attending classes but should not be directly involved in classroom activities or discussions. They are also needed to be introduced by the teaching staff before the class starts.

Deaf or hard of hearing students should have sign language interpreter, captioner or note taker during class lectures, tutorials, practicums, and meetings. Payment for the service fee of sign language interpreters or captioners may also be shouldered by the university thus, it is important to include this in the yearly budget plan under personal assistance support to be prepared by the DSU. Otherwise, professor should allow the interpreters or captioners hired by deaf or hard of hearing students to attend the class.

*Guide dogs. S*tudents with visual disability may bring their guide dog in class. This dog must wear a harness, and license identification for security and safety purposes of other people inside the campus. Teaching staff may let the students with visual disability explain in class the use and importance of their guide dog as alternative assistive support in their daily living. Students with visual disability together with their guide dog may be allowed entering the campus.

Assignment Supports & Adjustments

Difficulty completing readings or homework. Students with disability with fluctuating condition may have difficulty to focus on studies and complete readings or homework. Therefore, teaching staff should speak their students with disability to determine the

adjustments or individual needs concerning students' preparation of readings or homework.

Extensions of time to submit assignments or take-home examination. Students with disability with fluctuating health condition should be allowed for extensions of time to submit their assignments or take-home examination.

*Adjustment or alternative project when there are group works, group assignments, or field trips. S*tudents with disability who may have difficulty participating in group works, group assignments or field trips may request an adjustment or alternative project, subject for discussions with their professors or teaching staff.

Assistance in the library. In doing the assignments, students with disability should be able to access the library without any problems or barriers. Provision of elevator or accessible wheelchair ramp is necessary for orthopedic disability; tactile floorings may be installed in sidewalks, walkways, door entrances, and corridors for visual disability; and directional signages, and subtitles or captioning in audio-visual materials are needed by deaf or hard of hearing students. Library personnel should also know the basic sign language to communicate with them and available cue cards may also help during the conversation.

It is more convenient for students with disability to do their assignments if the university can provide an online library system. With the help of online library, students with disability can get 24/7 access anywhere to reading materials and resources, without needing to go to the library to check out or renew the borrowed books.

Provision of technology supports. The Information Technology (IT) or the Management Information System (MIS) division of the university should be able to provide technology assistance for students with disability such as the following: 1.) providing computers with screen readers like JAWS and screen enlarger like Zoom Text; 2.) formatting documents into an accessible format during examinations; and 3.) ensuring provision of subtitles or captioning in any video presentations to be used by deaf and hard of hearing students.

Through the IT or MIS division, the university should make their website accessible for persons with disabilities in partnership with the Department of Information and Communications Technology (DICT).

Examination Supports & Adjustments

*Examination using a computer. St*udents with disabilities who may have difficulty in handwriting and reading due to the impact of their disability or health condition may request to take the exam using a

computer. Therefore, teaching staff or professors should provide an accessible format (MS Word) of their exam. The absence of Braille printed examination may also lead them to allow a reader for students with visual disability during the examination.

Examination venue. Teaching staff or professors must ensure the provision of an accessible room for students with orthopaedic disability particularly wheelchair users. These are the considerations: 1.) room must be located in the ground floor; 2.) room must be near the accessible toilet; and 3.) room at the second floor or other floor must have working elevator or should have provision of an accessible wheelchair ramp.

Examination schedule. Students with disability are likely to be impacted by their disability/health condition especially when sitting for a long period of time. For three (3) hours, they should be given an extra time of ten (10) minutes every hour to manage the health impact of sitting for a long period of time during the exam. Extra time might include the need to take rest breaks and permission to go to the toilet, stand up and stretch, rest eyes, lie down, and eat food or drink to manage pain and fatigue. Students with disability may request to reschedule the exam once underwent medical operations or surgeries, with proof of hospitalization or sickness.

Provision of test supports. Students with disability may request a support person or personal assistant such as carer or sighted guide outside the test room especially at times of going to the toilet. Students with disability may need to determine and declare the additional test supports they might need before the examination. Students with visual disability may bring a guide dog during the examination but must wear a harness, and license identification for security and safety purposes of other people inside the campus.

Placement Supports & Adjustments

Early mobility orientation in campus facilities. Prior to class commencement, faculty and frontline staff should attend the orientation meeting with students with disability to let them learn how to manage the disability or medical condition. The orientation meeting is also more on how to deal with different types of persons with disabilities especially in times of disaster or emergency situations as well as familiarization of students with disability on places and facilities inside the campus. Mobility orientation is a kind of support service to students with disability so that they may be able to navigate independently inside or outside the campus.

University support network. Those medical care support staffs may need to keep the record of students with disability for proper treatment or management of

disability when exacerbated. Students with disability may need to provide a disclosure statement with regard to their disability or medical condition.

Staff and personnel in the Guidance Counselling office are responsible to assist students with psychosocial disability. Provision of peer support is recommended to accommodate fluctuations in condition and to reduce anxiety. Recorded lectures and tutorial sessions shall be allowed once memory, attention, and attendance get affected by medication. Exam venue must be free of distractions and modification of exam papers must be concise not in lengthy questions. If students with psychosocial disability experience a severe episode of mental health condition, postponement of assignments or examination and suspension of enrolment without penalty are considered.

Feedback and debriefing of personnel and staff. The DS Officer may organize capacity building trainings for them including students with/out disabilities in partnerships with the National Council on Disability Affairs (NCDA).

Any class or university announcements must be in written and audio format to access by visual disability, deaf or hard of hearing students.

ANNEX A - Accessibility Audit Form

REPUBLIC OF THE PHILIPPINES-NATIONAL CAPITAL REGION

ACCESS AUDIT FORM

Name of Establishment: _____

Address: _____ Date Audit: _____

Category: _____

Architectural facilities and Features	Pass		Observations	Recommendations
A. STAIRS	YES	NO		
• Tread surfaces should be a slip-resistant material; nosings may be provided with slip-resistant strips to further minimize slipping.				
• Slanted nosings are preferred to projecting nosings so as not to pose difficulty for people using crutches or braces whose feet have a tendency to get caught in the recessed space or projecting nosings. For the same reason, open stringers should be avoided.				
• The leading edge of each step on both runner and riser should be marked with a paint or non-skid material that has a color and gray value which is in high contrast to the gray value of the rest of the stairs.				
• A tactile strip 0.30 m. wide shall be installed before hazardous areas such as sudden changes in floor levels and at the top and bottom of stairs.				
B. WALKWAYS				
• Gradient no more than 1:20 or 5%.				
• Maximum cross gradient of 1:100.				
• Minimum width of 1.20 meters.				
• If possible, gratings should never be located along walkways. When occurring along walkways, grating openings should have a maximum dimension of 13 mm x 13 mm and shall not project more than 6.5 mm above the level of the walkway.				
• Continuing surface without abrupt pitches in angle or interruptions by cracks or breaks creating edges above 6.50 mm.				

Architectural facilities and Features	Pass		Observations	Recommendations
• In lengthy or busy walkways, spaces should be provided at some point along the route so that a wheelchair may pass another or turn around. These spaces should have a minimum dimension of 1.50 m and should be spaced at a maximum distance of 12:00 m between stops.				
• To guide the blind, walkways should as much as possible follow straightforward routes with right angle turns.				
• Ensure branches of trees or shrubs do not overhang walkways or paths, as not only do these present a particular danger to the blind.				
• Walkway headroom should not be less than 2.0 m and preferably higher.				
• Passageways for the disabled should not be obstructed by street furniture, bollards, sign posts or columns along the defined route.				
C. CORRIDORS				
• Corridors shall have minimum clear width of 1.20 m.; waiting areas and other facilities or spaces shall not obstruct the minimum clearance requirement.				
• Recesses or turnabout spaces should be provided for wheelchairs to turn around or to enable another wheelchair to pass; these spaces shall have a minimum area of 1.50 m x 1.50 m. and shall be spaced at a maximum of 12.00 m.				
• Turnabout spaces should also be provided at or within 3.50 m. of every dead end.				
• As in walkways, corridors should be maintained level and provided with a slip resistant surface.				

Architectural facilities and Features	Pass		Observations	Recommendations
D. DOORS AND ENTRANCES				
• All doors shall have a minimum clear width of 0.80 m.				
• Clear openings shall be measured between the surface of the fully open door at the hinge and the door jamb at the stop.				
• Doors should be operable by a pressure or force not more than 4.0 kg; the closing device pressure an interior door shall not exceed 1 kg.				
• A minimum clear level space of 1.50 m x 1.50 m shall be provided before and extending beyond a door; EXCEPTION: where a door shall open onto but not into a corridor, the required clear, level space on the corridor side of the door may be a minimum of 1.20 m. corridor width.				
• Protection should be provided from doors that swing into corridors.				
• Out swinging doors should be provided at storage rooms, closets and accessible restroom stalls.				
• Entrances should be accessible from arrival and departure points to the interior lobby.				
• One (1) entrance level should be provided where elevators are accessible.				
• In case entrances are not on the same level of the site arrival grade, ramps should be provided as access to the entrance level.				
• Entrances with vestibules shall be provided a level area with at least a 1.80 m. depth and a 1.50 m. width.				

Architectural facilities and Features	Pass		Observations	Recommendations
E. WASHROOMS AND TOILETS				
• Accessible public washrooms and toilets shall permit easy passage of a wheelchair and allow the occupant to enter a stall, close the door and transfer to the water closet from either a frontal or lateral position.				
• Accessible water closet stalls shall have a minimum area of 1.70 x 1.80 mts. One movable grab bar and one fixed to the adjacent wall shall be installed at the accessible water closet stall for lateral mounting; fixed grab bars on both sides of the wall shall be installed for stalls for frontal mounting. Grab bar should be installed 0.40 m from the center of the water closet.				
• A turning space of 2.25 sq.m. with a minimum dimension of 1.50 m. for wheelchair shall be provided for water closet stalls for lateral mounting.				
• All accessible public toilets shall have accessories such as mirrors, paper dispensers, towel racks and fittings such as faucets mounted at heights reachable by a person in a wheelchair. Note: Additional points if there is a bidet.				
• The minimum number of accessible water closets on each floor level or on that part of a floor level accessible to the disabled shall be one (1) where the total number of water closets per set on that level is 20; and two (2) where the number of water closets exceed 20.				

Architectural facilities and Features	Pass		Observations	Recommendations
• In order to aid visually impaired persons to readily determine whether a washroom is for men or for women, the signage for men's washroom door shall be an equilateral triangle with a vertex pointing upward, and those for women shall be a circle; the edges of the triangle should be 0.30 m long as should be the diameter of the circle; these signages should at least be 7.5 mm thick; the color and gray value of the doors; the words "men" and "women" or the appropriate stick figures should still appear on the washroom doors for the convenience of the fully sighted; Note: the totally blind could touch the edge of the signs and easily determine whether it is straight or curved.				
• The maximum height of water closets should be 0.45 m.; flush control should have a maximum height of 1.20 mts.				
• Maximum height of lavatories should be 0.80 m. with a knee recess of 0.60 - 0.70 M. vertical clearance and a 0.50 m. depth.				
• Urinals should have an elongated lip or through type; the maximum height of the lip should be 0.48 m.				
F. LIFTS/ELEVATORS				
• Accessible elevators should be located not more than 30.00 m. from the entrance and should be easy to locate with the aid of signs.				
• Accessible elevators shall have a minimum dimension of 1.10 m. x 1.40 m. Referred size: 1.20 m X 1.50m				
• Control panels and emergency system of accessible elevators shall be within reach of a seated person; centerline heights for the topmost buttons shall be between 0.90 m to 1.20 m from the floor.				
• Button controls shall be provided with braille signs to indicate floor level; at each floor, at the door frames of elevator doors, braille-type signs shall be placed so that blind persons can be able to discern what floor the elevator car has stopped and from what level they are embarking from; for installation heights.				

Architectural facilities and Features	Pass		Observations	Recommendations
• Button sizes at elevator control panels shall have a minimum diameter of 20 mm and should have a maximum depression depth of 1 mm.				
G. RAMPS				
• Changes in level require a ramp except when served by a dropped curb, an elevator or other mechanical device.				
• Ramps shall have a minimum clear width of 1.20 m.				
• The maximum gradient shall be 1:12.				
• The length of a ramp should not exceed 6.00 m. if the gradient is 1:12; longer ramps whose gradient is 1:12 shall be provided with landings not less than 1.50 m.				
• A level area not less than 1.80 m. should be provided at the top and bottom of any ramp.				
• Handrails will be provided on both sides of the ramp at 0.70 m. and 0.90 m. from the ramp level.				
• Ramps shall be equipped with curbs on both sides with a minimum height of 0.10 m.				
• Any ramp with a rise greater than 0.20 m. and leads down towards an area where vehicular traffic is possible, should have a railing across the full width of its lower end, not less than 1.80 meters from the foot of the ramp.				
H. PARKING AREAS				
• Parking spaces for the disabled should allow enough space for a person to transfer to a wheelchair from a vehicle.				
• Accessible parking spaces should be located as close as possible to building entrances or to accessible entrances.				
• Whenever and wherever possible, accessible parking spaces should be perpendicular or to an angle to the road or circulation aisles.				
• Accessible parking slots should have a minimum width of 3.70 m.				

Architectural facilities and Features	Pass		Observations	Recommendations
• A walkway from accessible spaces of 1.20 m. clear width shall be provided between the front ends of parked cars.				
• Provide dropped curbs or curb cut-outs to the parking level where access walkways are raised.				
• Pavement markings, signs or other means shall be provided to delineate parking spaces for the handicapped.				
• Parking spaces for the disabled should never be located at ramped or sloping areas.				
I. SWITCHES, CONTROLS, BUZZERS				
• Manual switches shall be positioned within 1.20 m to 1.30 m above the floor.				
• Manual switches should be located no further than 0.20 from the latch side of the door.				
J. HANDRAILS				
• Handrails should be installed at both sides of ramps and stairs and at the outer edges of dropped curbs. Handrails at dropped curbs should not be installed beyond the width of any crossing so as not to obstruct pedestrian flow.				
• Handrails shall be installed at 0.90 m and 0.70 m above steps or ramps. Handrails for protection at great heights may be installed at 1.0 m to 1.06 m.				
• A 0.30 m long extension of the handrail should be provided at the start and end of ramps and stairs.				
• Handrails that require full grip should have a dimension of 30 mm to 50 mm.				
• Handrails attached to walls should have a clearance no less than 50 mm from the wall. Handrails on ledges should have a clearance not less than 40 mm.				
K. THRESHOLDS • Thresholds shall be kept to a minimum; whenever necessary, thresholds and sliding door tracks shall have a maximum height of 25 mm and preferably ramped.				

Architectural facilities and Features	Pass		Observations	Recommendations
L. FLOOR FINISHES				
• CR and ramp flooring (with grooves)				
• Corrugated floor for the blind				
M. DRINKING/WATER FOUNTAINS				
• One (1) fountain for every 2,000 sq.m. of floor area or one (1) on each floor				
• Waterspout shall be at the front and shall be push button controlled if wall mounted				
• Maximum height – 0.85 from floor to rim				
N. PUBLIC TELEPHONES				
• Clear, unobstructed space of 1.50 x 1.50m in front of wall-mounted and free-standing units and at alcoves/recesses				
• Door width – 0.80m (min.) coin slots, dialing controls, receivers and instructional signs shall be located at 1.10 (max) above the floor				
O. SEATING ACCOMMODATIONS				
• 4 to 50 seats – 2 wheelchair seating space				
• 51 to 300 seats – 4 wheelchair seating space				
• 301 to 500 seats – 6 wheelchair seating space				
***. SIGNAGES – DIRECTIONAL & INFO SIGNS**				
• Directional and informational sign should be located at points conveniently seen even by a person on a wheelchair and those with visual impairments.				
• Signs should be kept simple and easy to understand; signages should be made of contrasting colors and contrasting gray matter to make detection and reading easy.				
• The international symbol for access should be used to designate routes and facilities that are accessible.				
• Should a sign protrude into a walkway or route, a minimum headroom of 2.0 meters should be provided.				

Architectural facilities and Features	Pass		Observations	Recommendations
• Signs on walls and doors should be located at a maximum height of 1.60 M. and a minimum height of 1.40 meters. For signage on washroom doors.				
• Signages labelling public rooms and places should have raised symbols, letters or numbers with minimum height of 1 mm; braille symbols should be included in signs indicating public places and safety routes.				
• Text on signboards shall be of a dimension that people with less than normal visual acuity can read at a certain distance.				
*. TACTILE				
• Tactile warning indicators should have a 50% contrasting gray value from adjacent floor finishes.				
• Positional, directional, and warning tactile blocks must be provided to warn people with visual impairments that they are approaching: Stairways, other than fire exit stairs.				
• Positional, directional, and warning tactile blocks must be provided to warn people with visual impairments that they are approaching: Escalators.				
• Positional, directional, and warning tactile blocks must be provided to warn people with visual impairments that they are approaching: Passenger conveyors or moving walks.				
• Positional, directional, and warning tactile blocks must be provided to warn people with visual impairments that they are approaching: Ramps other than fire-exit ramps, curb ramps, swimming pool ramps.				

Architectural facilities and Features	Pass		Observations	Recommendations
• In the absence of suitable protective barriers: overhead obstructions less than 2.0 m above floor level areas where pedestrian and vehicular traffic intersect.				
***. BLINKING LIGHTS**				

Note: Follow Rule II of the original IRR of BP 344. Include specifications under Department Order No. 37 S. 2009 of the Department of Public Works and Highways.

Access Audit Conducted by:

NCDA Representative

DPWH Representative

PWD Representative

Local Government Representative

NGO Representative

Architect/UAP Representative

ANNEX B - Sample Disability Assessment Form

AGENCY LOGO
Address
Contact details

Instructions: Please answer all the questions using BLOCK letters.

A. PERSONAL BACKGROUND

LAST NAME | FIRST NAME | M.I. | SUFFIX

SEX: ☐ MALE ☐ FEMALE

DATE OF BIRTH (MM/DD/YYYY)

CIVIL STATUS: ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated

ADDRESS

Room / Floor / Unit # / Bldg. Name | House/Lot/Block/Phase No.

Barangay | City

TELEPHONE NUMBER | MOBILE NUMBER | EMAIL ADDRESS

B. ABOUT YOUR DISABILITY

Please indicate the appropriate type of your disability

☐ Orthopedic Disability ☐ Physical Disability ☐ Speech Impairment
☐ Visual Disability ☐ Deaf ☐ Mental Disability
☐ Intellectual Disability ☐ Learning Disability ☐ Psychosocial Disability

DO YOU USE ASSISTIVE DEVICE/S? ☐ YES ☐ NO

IF YES, PLEASE INDICATE YOUR ASSISTIVE DEVICE/S
☐ WHEELCHAIR ☐ CANE ☐ CRUTCHES ☐ ARTIFICIAL LEG/S ☐ OTHERS, PLS SPECIFY _____

Please describe your disability in your own words: ☐

C. MEDICAL REPORT (Please see attached signed and certified copy of medical report(s))

Please enter the name and contact details of your medical professional / specialist:

LAST NAME | FIRST NAME | M.I. | SUFFIX

TELEPHONE NUMBER | MOBILE NUMBER | EMAIL ADDRESS

D. REQUIREMENTS ABOUT YOUR DISABILITY

A. TRANSPORT

1. Do you require or use any specific adaptations to move around outside your house? (For example, when walking on the street, traveling in private vehicles, or using public utility vehicles.)

2. Have you ever travelled alone? _____

If YES, do you usually require any personal assistance during travel? _____

B. HOUSE ACCOMMODATION

1. Do you use any specific support technologies, devices, or adaptations? (For example, ramps, rails, tactile flooring.)

2. Will you require to use any specific technologies, devices or adaptations in your accommodation to help you live and study in our university?

3. Have you lived alone in your own community?

C. CARE

1. Do you require any specific assistance for self-care like washing, toilet, dressing, cooking, cleaning, shopping, eating or drinking?

If YES, who currently provides you this care?

2. How often do you need self-care? (For example, every hour, half day only, two hours only)

D. COMMUNICATION

1. Hearing and speaking: Do you require any specific assistance to communicate with others? (For example, sign language interpreter, captioner, hearing aid, signages, cue cards.)

2. Vision and reading: Do you require any specific assistance to access information and communicate using written materials? (For example, large print, Braille, computer software (e.g. JAWS), laptop, computer, transcriber.)

E. ACADEMIC ENVIRONMENT

1. In your learning environment, do you require any specific assistance to help you participate in university life? (For example, tutorials, group works, computerized examination.)

2. In your learning environment, do you require any specific assistance in accessing materials? (For example, electronic materials, advance lectures, computer with screen reader.)

3. Is there anything you do not have at home, that you will require in school to enable you to participate in academic activities?

F. MEDICAL CARE AND MEDICATION

1. Do you have regular medical care and medications? (For example, medical checkups, access to medical facilities like clinic, physical therapist, occupational therapist, speech therapist.)

2. Do you currently receive any regular or on going PT, counseling, psychological support services? Please give details.

3. Is there any prescribed medication that you regularly take and will require during the period of your study in our university? Please provide details.

G. OTHER SUPPORTS

1. Is there any other assistance or additional support/s you need that are not covered in the sections above?

If YES, please specify _____

E: CONTACT PERSON IN CASE OF EMERGENCY

LAST NAME	FIRST NAME	M.I	SUFFIX

ADDRESS

Room / Floor / Unit # / Bldg. Name	House/Lot/Block/Phase No.

Barangay	City

TELEPHONE NUMBER	MOBILE NUMBER	EMAIL ADDRESS

_____
Signature over Printed Name

_____
Date

ANNEX C - Sample Disability Support Agreement

UNIVERSITY LOGO
ADDRESS
CONTACT DETAILS

September 17, 2019

Dear Ms. Rabino:

The (Name of University) signifies provision of "reasonable accommodations" to enable students with disabilities to participate in tertiary education on an equal basis with others. Attached to this letter is a Disability Support Agreement (DSA) between you and the university.

Signing this contract indicates you agree to the reasonable accommodations to be provided by the university in front of witnesses. The university has no obligation to provide additional reasonable accommodations beyond the outlined agreement. If there are any parts of the DSA that you disagree or do not understand, please contact immediately the Disability Support Officer for further advice before signing.

You and your witness must sign each page of both copies and must return this at the Disability Support Unit within ten (10) days period to return one completed copy to you. If you fail to return this DSA on time, the DSU may not be able to process and provide you with additional supports outlined in Table 1.

Yours truly,

MR. CARLOS PANGANIBAN
University President

UNIVERSITY LOGO
ADDRESS
CONTACT DETAILS

DISABILTY SUPPORT AGREEMENT

I, Virginia S. Rabino, hereby agreed on the contents of my Disability Support Agreement set out in Table 1.

I understand that:

- the Disability Support Agreement provides details of the disability support services package that the university will provide to me;
- the purpose of the support package provided through this agreement is to enable me to participate in tertiary education on an equal basis with others;
- this support package has been developed based on the disability assessment conducted by my university in discussion with me;
- this agreement does not replace or alter any of the terms and conditions made between me and my university;
- if I do not complete my tertiary education without valid reasons, I will be automatically delisted in the support services;
- my university or I may propose an amendment to the agreement at any time during the enrolment period for the purpose of enabling me to participate in my studies on an equal basis with others; and
- my affixed signatures create a legally binding contract between me and my university. The contract shall be governed by and interpreted in accordance with the international treaty "United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)".
- I acknowledge apart of these disability support services, I may also be provided with individualized support plan (ISP) that will assist me to undertake my study in this university.

VIRGINIA S. RABINO	LERMA S. RABINO
Student With Disability	Witness

UNIVERSITY LOGO
ADDRESS
CONTACT DETAILS

REASONABLE ACCOMMODATION	AGREEMENT	TOTAL	RESPONSBILE PERSON/AGENCIES
Ms. Rabino (and setting in carer) with benefit of 2 beds on accessible dormitories in the university, with accessible lavatories as wheelchair user	20% discount on dormitory rental is only allowed to her not for her carer except if his/her carer has also disability.	P3,500.00 / month = equivalent to P35,000 / year	Ms. Rabino
Ms. Rabino is convenient to transport via MRT, LRT or taxi. A personal assistant is required when riding in bus and high vehicles.	A limited transportation allowance will be provided using public transport like MRT, LRT, Jeepneys, tricycle, etc. Taxi fare and bus receipts are needed to attach as supporting documents.	P 2,000.00 / month = equivalent to P 20,000 / year	CHED UniFAST
Support for assistive technology	A light weight laptop will be provided since she has severe scoliosis and cannot carry heavy things.	P5,000.00	CHED UniFAST or other sponsors
Ms. Rabino will require an occupational therapist for the provision of a customized manual wheelchair.	Manual wheelchair will be provided. It will take 3 months to award her wheelchair.	P15,000.00	PCSO / PDAO Quezon City / DSWD / CHED UniFAST
Option to have part time carer package within 8 hours duration in school as need arises.	The DSU may provide carer as needed depending on the situation.	P2,000.00/month = equivalent to P20,000.00 / year	CHED UniFAST

VIRGINIA S. RABINO
Student with Disability

LERMA S. RABINO
Witness

UNIVERSITY LOGO
ADDRESS
CONTACT DETAILS

DISABILITY SUPPORT AGREEMENT – SIGNATURE BLOCK

NAME OF STUDENT WITH DISABILITY & HER WITNESS

SIGNATURE	PRINTED NAME	DATE
SIGNATURE	**PRINTED NAME OF WITNESS**	**DATE**

NAME OF DSU OFFICER & STAFF

SIGNATURE	PRINTED NAME	DATE
SIGNATURE	**PRINTED NAME OF WITNESS**	**DATE**

ANNEX D List of Scholarship Foundations in the Philippines

1. ABOITIZ COLLEGE SCHOLARSHIP PROGRAM
Aboitiz Equity Ventures
110 Legazpi Street
Legaspi Village, Makati City
Tel No: (+63 2) 7793-2712

2. AYALA FOUNDATION
8F 111 Paseo Building
Paseo de Roxas cor. Legaspi Street
Legaspi Village, Makati City
Tel. No.: (+63 2) 7717 5800 / 8813 4488
Website: http://ayalafoundation.org/
Email: info@ayalafoundation.org

3. AY FOUNDATION
48/F Yuchengco Tower RCBC Plaza
6819 Ayala Avenue, Makati City
Telefax: (+63 2) 8894-9000
Website: http://www.ayfoundation.com.ph/scholarship
Email: ayfoundation1970@gmail.com

4. BUDDHIST TZU CHI FOUNDATION, PHILIPPINES – STILL THOUGHTS HALL
76 Cordillera cor. Agno Streets
Barangay Doña Josefa, Quezon City
Tel. No.: (+63 2) 8732-0001 loc. 213
Email : tzuchiphil@yahoo.com

5. CEBUANA LHUILLIER FOUNDATION
17-G Petron Megaplaza Condominium
Sen. Gil Puyat Avenue, Makati City
Tel. No.: (+63 2) 7759-9859
Direct Line: (+63 2) 7759-9888
Trunk Line: Local 1777
Website: www.cebuanalhuillierals.com
Email: clfi@pjlhuillier.com

6. COMMISSION ON HIGHER EDUCATION

Office of Student Development and Services (OSDS)
3rd Floor, Higher Education Development Center (HEDC) Bldg.
Carlos P. Garcia Avenue, U.P. Campus, Diliman, Quezon City
Tel. (+63 2) 8988-0001
Fax No.: (+63 2) 8441-1220
Email: osds@ched.gov.ph

Office of Student Services (OSS)
Tel. No.: (+63 2) 3382-5473 loc. 110
Website: www.ched.gov.ph

7. DND-CHED-PASUC SCHOLARSHIP PROGRAM

Department of National Defense
Camp Emilio Aguinaldo, Quezon City
Tel. No.: (+63 2) 8911-6001 to 20
Website: www.dnd.gov.ph

Philippine Association of State Universities and Colleges
Unit 105 National Tobacco Administration Building
Scout Reyes St., cor. Panay Avenue
Quezon City
Tel. No.: (+63 2) 8376-6213 / 8376-6217
Fax No.: (+63 2) 8376-6215
Website: www.pasuc.org

8. DEPARTMENT OF SCIENCE AND TECHNOLOGY
SCIENCE AND TECHNOLOGY SCHOLARSHIP DIVISION

Science Education Institute
Department of Science and Technology
2nd Level, Science Heritage Building, Sibol Street
DOST Compound, General Santos Avenue
Bicutan, Taguig City
Tel. Nos.: (+63 2) 8839-0083 / 8837-1333 / 8837-2071 loc. 2382
Fax No.: (+63 2) 8839-0086
Mobile No.: 0927-8868816
Email: seischolarships@gmail.com

9. GOKONGWEI BROTHERS FOUNDATION
6/F Robinsons Cybergate Tower 3
Robinsons Pioneer Complex, Pioneer Street,
Mandaluyong City
Tel. No.: (+63 2) 8451-8888 loc. 1118
Email: grace.colet@gbf.com.ph

10. GOVERNMENT SERVICE INSURANCE SYSTEM
Financial Center, Pasay City
Tel. No.: (+63 2) 8479-3645
Email: crmd@gsis.gov.ph / gsismail@gsis.gov.ph

11. JOLLIBEE GROUP FOUNDATION
6/F Jollibee Plaza
10 F. Ortigas Jr. Road, Ortigas Center, Pasig City
Tel. No.: (+63 2) 8688-7133
Email: foundation@jollibee.com.ph

12. PETRON TULONG ARAL COLLEGE SCHOLARSHIP
Petron Corporation
San Miguel Corporation Head Office Complex 40 San Miguel Avenue
Mandaluyong City
Hotline: (+63 2) 8802-7777
Telefax: (+63 2) 8802-7778 / 79
Email: contactus@petron.com / pcic@petron.com

13. SANTUARIO DE SAN ANTONIO PARISH
JPIC Scholarship Program
3117 McKinley Road
Forbes Park, Makati City
Tel. No.: (+63 2) 8843-8830 / 31
Email: ssap_info@yahoo.com / jpicscholarship_forbes@yahoo.com

14. SCHOLARSHIP YOUTH DEVELOPMENT PROGRAM - QUEZON CITY

Office of the City Mayor
Quezon City Government
7/F Civic Center Building A
City Hall Compound, Quezon City
Tel. No.: (+63 2) 8988-4242 loc. 8738
Mayor's office: loc. 8305

15. SERBISYONG SUAREZ SCHOLARSHIP PROGRAM

Provincial Government of Quezon
Quezon Provincial Government Center
Lucena City, Quezon
Tel. No.: (042) 8373-6007
Email: governor@quezon.gov.ph

16. SM COLLEGE SCHOLARSHP PROGRAM

SM Corporate Offices
Bldg. B, J.W. Diokno Blvd.
Mall of Asia Complex, Pasay City
Tel. No.: 8831-8000 loc. 1494 – 1499
Tel. No.: (+63 2) 8857-0100 loc. 1678
Telefax No.: 8831-8282
Website: www.sm-foundation.org
Email: education@sm-foundation.org / smfiadmin@sm-foundation.org

17. UNIVERSITY OF SANTO TOMAS

The Catholic University of the Philippines
España Boulevard, Sampaloc, Manila
Student Welfare and Development Board
Tel. Nos.: (+63 2) 8786-1611 loc. 8267 / 8294 / 8731-2985

ANNEX E - Sample Individualized Support Plan

UNIVERSITY NAME
ADDRESS
CONTACT DETAILS

DISABILITY SUPPORT

Individualized Support Plan (ISP)
2019 (valid until the end of 2nd semester)

Student name:	VIRGINIA S. RABINO	Date:	September 17, 2019
Student number:	3266592	Course:	BS Computer Science

Medical Condition Statement:

- Ms. Rabino has an ongoing and fluctuating condition and when exacerbated as she has severe scoliosis. Due to this condition, she may experience fatigue and reduced endurance as she studies. She may experience difficulty completing assignments within specified timeframes due to spine problem.
- Ms. Rabino is a wheelchair user and will be supported by a carer for quiet sometimes.

Recommended reasonable adjustments

The (University Name) provides reasonable adjustments for student with disabilities in accordance with the *United Nations Convention on the Rights of Persons With Disabilities* so that she may participate in education and training on equal basis with others. The recommendations below have been determined upon reviewing Ms. Rabino's disability support assessment, supporting medical reports from her orthopedic doctor, and comprehensive consultation with the Disability Support Unit officer. If you consider that any of the below adjustments may compromise the academic integrity of the course or adversely impact on other students and staff, you should discuss possible alternatives with Disability Support Unit.

This Individualized Support Plan (ISP) shall be given to Ms. Rabino's professors as supporting medical documentation.

Classroom Supports & Adjustments:

- Ms. Rabino needs an accessible classroom or venue close to the toilets. Make sure there is a wheelchair ramp if room or venue has stairs.
- Ms. Rabino may have option to have a carer as needed and carer may wait outside the class or during examinations.
- Ms. Rabino would benefit from having advance copy of an electronic version of lecture notes to provide an opportunity to review the subject matter.

- Ms. Rabino's condition may impact on her attendance throughout the semester, so please contact her with any concerns you may have regarding her attendance and discuss alternatives/substitutes project to meet requirements for this course.
- Ms. Rabino's condition may impact on her ability to prepare for tutorials and participate in class discussion. If this begins to impact on her grades, please discuss alternative projects with her such as:
    - Homework tasks to provide Ms. Rabino with an opportunity to demonstrate knowledge; or
    - Ms. Rabino providing reading summaries for weeks in which she was unable to participate in class discussions.

Ms. Rabino, please be aware that:

- This individualized support plan (ISP) is unable to provide adjustments for attendance requirements, as it is up to the discretion of your professor to determine whether attendance is an inherent requirement of a course or whether a reasonable adjustment may be provided; and
- It is your responsibility to advise your professor or teaching staff when you have been unable to attend a tutorial/laboratory or when you were unable to adequately prepare for a class, so that an appropriate adjustment may be provided.

Assignment Supports & Adjustments:

- Ms. Rabino is eligible to request an extension for assignments and take-home exams.

Ms. Rabino, please be aware that:

- If you anticipate that you are unable to submit your assignment on time due to health condition, inform your professor in advance to request for extension or discuss your options for submission.

Examination Supports & Adjustments:

- Extra time – 10minutes / hour
- Use of a computer for exams
- Wheelchair accessible room
- Carer may be in room to set up student for exam then will wait outside

UNIVERSITY NAME
ADDRESS
CONTACT DETAILS

Your professor must be aware that:

- It is his/her responsibility to organize the examination support and adjustments listed above for in-class tests/exams which includes booking an accessible venue for exam and providing appropriate supervision.

Ms. Rabino, please be aware that:

- You are required to make direct contact with your professor or teaching staff **no less than 2 weeks prior to class exam** to confirm exam arrangements;
- For **Formal Exams,** you will be required to verify and check the date, time and location of your exams. If there are any problems, you need to contact the Disability Support Unit immediately.
- In case of health issues such as hospitalization or surgical operations during your examination date, you are required to send an excuse letter with attached medical report for rescheduling of exams purposes.

Placement Support & Arrangements:

Ms. Rabino, please be aware that:

- You may need to contact your Disability Support Officer to discuss the date of orientation meeting to be familiarized with the people and facilities inside and outside the campus.

To discuss this plan, contact the Disability Support Unit at (632) 951-6129 or via email at tcdncda@gmail.com.

Sharon Angeles
Disabilty Support Unit (DSU) Officer

ANNEX F - List of Agencies Offering Assistive Devices / Technologies

ORTHOPEDIC AND PHYSICAL DISABILITY

1. **National Council on Disability Affairs (NCDA)**
   NCDA Building Isidora Street
   Barangay Holy, Spirit Quezon City
   Tel. Nos.: (+632) 8951-6129 / 8951-5013 / 8951-6033
   Website: http://www.ncda.gov.ph
   Email: council@ncda.gov.ph

2. **Philippine Charity Sweepstakes Office**
   Charity Assistance Department
   Lung Center of the Philippines Complex
   Quezon Avenue, Quezon City
   Tel.Nos.: (+632) 8426-3735 / 8921-7608

3. **Physicians for Peace**
   Department of Rehabilitation Medicine
   Philippine General Hospital, Taft Avenue, Manila

4. **Rea Bility**
   Lot 17 Blk 3 Phase 4 Buenmar Street
   Greenland Cainta, Rizal
   Tel No.: (+632) 8398-0547
   Email: reabilitymedequipmentsupply@ggmail.com

5. **Tahanang Walang Hagdanan, Inc.**
   175 Aida Street Marick Subdivision Cainta, Rizal
   Tel Nos.: (+632) 8531-5733 / 8664-3548
   Fax No.: (+632) 8531-5733
   Website: http://www.twh.org.ph
   Email: marketing@twh.org.ph/ admin@twh.org.ph

6. **The Church of Jesus Christ of Latter-day Saints**
   13 Temple Drive cor. White Plains Avenue
   Greenmeadows, Quezon City
   Tel. Nos.: (+632) 8635-0954 / 8635-9100 / 8635-9111

VISUAL DISABILITY

1. **Adaptive Technology for Rehabilitation, Integration, and Empowerment of the Visually Impaired (ATRIEV) Computer School for the Blind**
   Rooms 307 Timbol Singh Bldg. No. 2, 915 Aurora Blvd.
   Corner Albany St., Cubao, Quezon City
   LandLine Globe: (+632) 7587-2042
   Land Line PLDT: (+632)8367-9633
   Website: http://atriev.org
   Email: atrievorg@gmail.com

2. **Bookshare**
   Website: http://www.bookshare.org

3. **National Council on Disability Affairs (NCDA)**
   NCDA Building Isidora Street
   Barangay Holy Spirit, Quezon City
   Telephone numbers: (+632) 8951-6129 / 951-6033
   Website: http://www.ncda.gov.ph
   Email: council@ncda.gov.ph

4. **Resources for the Blind (RBI)**
   4/F COTI Building, 623 EDSA Cubao, Quezon City
   Tel. Nos.: (+632) 8726-3021 to 24
   Website: http://www.blind.org.ph

DEAF OR HARD OF HEARING

1. **National Council on Disability Affairs (NCDA)**
   NCDA Building Isidora Street
   Barangay Holy Spirit, Quezon City
   Telephone numbers: (+632) 8951-6129 / 951-6033
   Website: http://www.ncda.gov.ph
   Email: council@ncda.gov.ph

2. **NuGen Hearing Devices, Inc.**
   413 Campos Rueda Building Urban Avenue
   Pio del Pilar, Makati City
   Tel. Nos.: (+632) 8824-2549
   Website: http://www.easyhear.com.ph

3. **Starkey Hearing Foundation**
   Diosdado Macapagal Memorial Hospital
   Jose Abad Santos Avenue, Guagua, Pampanga
   Email: info@starkeyfoundation.org

ANNEX G - List of Agencies Offering Wheelchair-Friendly Van / Buses

1. **AccessiWheels**
   Email: accessiwheels@gmail.com

2. **Premium Point to Point Bus Service**
   Email: hello@p2pbus.ph

3. **Ube Express**
   3F Cargohaus Building NAIA Complex
   Barangay Vitalez, Parañaque City
   Website: http://www.ubeexpress.com

4. **Wheelmobile Philippines**
   Circle of Friends Foundation, Inc.
   One Corporate Plaza Unit 2014 845 Arnaiz Avenue
   Legazpi Village, Makati City
   Website: http://www.wheelmobile.ph
   Tel. No.: (632) 8833-6453

DEFINITION OF TERMS

Accessible format – alternate formats in presenting printed, written, or visual material which can be accessed by people who cannot read or hear.

Adaptive Technologies - any support technology or system specifically designed to increase or maintain the capabilities of persons with disabilities.

Assistive Device - any devices that help persons with disabilities to overcome the impairments such as mobility, vision, mental, dexterity or hearing loss.

Australia Awards Scholarships (AAS) – scholarships providing opportunities for people from developing countries to undertake postgraduate education at different universities in Australia and Technical and Further Education (TAFE) institutions.

Braille characters - universally accepted system of writing used by persons with visual disability, consisting of a code of 63 characters. Each made up of one to six raised dots arranged in a six-position matrix or cell.

Carer – it may be a family member or paid helper who provides care and support to a child or a sick elderly, or persons with disabilities.

Disability Support Officer (DSO) – the point person for the Disability Support Unit (DSU), providing support for students with disabilities or students with permanent, temporary or fluctuating condition.

Education for All (EFA) - is a global movement led by UNESCO (United Nation *Educational*, Scientific and Cultural Organization), aiming to meet the *learning* needs of *all* children, youth and adults by 2015.

Gender and Development (GAD) - refers to the development projects and programs seeking to achieve gender equality as a fundamental value that should be reflected in development choices and contends that women are active agents of development, not just passive recipients of development;

General Appropriations Act (GAA) - defines the annual expenditure program of the national government and all of its instrumentalities which includes all programs and projects that are supposed to be funded out of government funds for a particular fiscal year.

Guide dogs - are trained dogs to lead blind and visually impaired people.

National Council on Disability Affairs (NCDA) - is the national government agency mandated to formulate

policies and coordinate the activities of all agencies, whether public or private, concerning disability issues and concerns. It is the lead agency tasked to steer the course of program development for persons with disabilities and the delivery of services to the sector.

Personal assistant – is a person who cares, assists, and guides the persons with disabilities in order to perform their daily business or personal tasks.

Screen readers – are software applications that allow the blind or visual disability to read the text displayed in the computer screen. It has speech synthesizer or Braille display feature.

Sign Language (SL) – a formal language using hand gestures for communication. It is a method of communicating with the deaf or hard of hearing persons.

Sign Language Interpreters (SLI) – trained persons who know how to use sign language and who serve as the medium of communication between hearing persons and deaf/hard of hearing persons.

Student Affairs Office (SAO) - is a unit of the university or college that is responsible for the development and implementation of various programs and services that focus on the academic and non-academic aspects of

students' life in the university / college such as the acquisition of values and skills for a lifelong learning.

Student Financial Assistance Programs (StuFAPs) - is a program that aims to provide financial assistance to students who are enrolled in authorized public and private Higher Education Institutions (HEIs.)

UNCRPD Committee - The Committee on the Rights of Persons with Disabilities (CRPD) is the body of independent experts which monitors implementation of the Convention by the States Parties. The Committee examines each report and shall make such suggestions and general recommendations on the report as it may consider appropriate and shall forward these to the State Party concerned.

Unified Financial Assistance System for Tertiary (UniFAST) – is an education Act (Republic Act No. 10687) reconciles, improves, strengthens, expands, and puts under one body all government-funded modalities of Student Financial Assistance Programs (StuFAPs) for tertiary education and special purpose education assistance in both public and private institutions.

Zoom text - is a fully integrated magnification and reading program tailored for low-vision users.

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PART I

Cover Page Photo:

First Photo, Aerinhickey Photo (Fanpop). Downloaded from https://www.google.com/search?q=support+images&sxsrf=ACYBGNT8L2rKTLGI07QTMwx9lja_nihNNQ:1575438585088&tbm=isch&source=iu&ictx=1&fir=CRkbycPpiHdYTM%253A%252Cu4coEpKjU7tTjM%252C_&vet=1&usg=AI4_-kSuaYwSPc1qyoZ7WPetXjKlggjE0g&sa=X&ved=2ahUKEwjZ0uqJppvmAhXe6XMBHZUCCsgQ9QEwCHoECAgQQA#imgrc=CRkbycPpiHdYTM:

Inside Page Photos:

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Second Photo (World War II) from google.com. Downloaded from https://www.google.com/search?biw=1119&bih=932&tbm=isch&sxsrf=ACYBGNSje-Ui2f4Mxr3afoR6j3sr6wJWzA%3A1575441528704&sa=1&ei=eFTnXe7JKtHfz7sPrMWT8A4&q=world+war+2+images&oq=world+war+2+images&gs_l=img.3..0l10.65511.65659..66016...0.0..0.122.457.0j4.....0....1..gws-wiz-img.....35i39j0i7i30j0i5i30.A1ZCwwOqGuk&ved=0ahUKEwju5bqFsZvmAhXR73MBHaziBO4Q4dUDCAc&uact=5#imgrc=MObSySbZbwWq8M:

Third Photo (Sister Valeriana Baerts, ICM)

Fifth Photo (Jerry Lingaling, watch repair store)

Eighth Photo (wheelchair user, stairs) from google.com. Downloaded fromhttps://www.google.com/search?biw=1119&bih=883&tbm=isch&sxsrf=ACYBGNTZXO9E9wzdJciKDFNx9ksA38C2nA%3A1575450445963&sa=1&ei=TXfnXYqqOpbU-QaUqp7gDg&q=wheelchair+in+stairs&oq=wheelchair+in+stairs&gs_l=img.3..35i39j0i24.162605.167635..167825...0.0..0.123.2372.0j21.....0....1..gws-wiz-img.....0i67j0j0i131j0i5i30.rSUBhiZWtNs&ved=0ahUKEwjKhMWh0pvmAhUWat4KHRSVB-wQ4dUDCAc&uact=5#imgrc=zhuQyDaDQ48q3M:

Ninth Photo (advertisement, job vacancy) from facebook.com.

Tenth Photo (train station) from google.com. Downloaded from https://www.google.com/search?biw=1920&bih=920&tbm=isch&sxsrf=ACYBGNS5VGGPEL7CaFW9Ncz_ZCxZnYZqPA%3A1575526866857&sa=1&ei=0qHoXYD0M4TZz7sPn_6cqAo&q=crowded+people+train+station+philippines&oq=crowded+people+train+station+philippines&gs_l=img.3...16291.18640..18780...0.0..0.117.1456.0j13.....0....1..gws-wiz-img.....35i39.sG_envRbw8Q&ved=0ahUKEwiApe757p3mAhWE7HMBHR8_B6UQ4dUDCAc&uact=5#imgrc=7Bv-xPxODe7ifM:

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PART II
Cover Page Photos:

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Third Photo (Hexagonal Size) from the Consultation Workshop on the Development of Manual on How to Establish the Disability Support Unit in Higher

Education Institutions featuring Ms. Joyce Lopez from Resources for the Blind

Fourth Photo (Hexagonal Size) from the Facebook Account of Ms. Virginia Rabino, Bus in Australia

Fifth Photo (Hexagonal Size) from google.com. Downloaded from https://www.google.com/search?sxsrf=ACYBGNQF-xp-fpGS1xVVmbY0aAoWTq3Hdg:1569811233616&q=wheelchair+ramp&tbm=isch&source=hp&sxsrf=ACYBGNQF-xp-fpGS1xVVmbY0aAoWTq3Hdg:1569811233616&sa=X&ved=2ahUKEwiQpMbHwvfkAhWtHqYKHTU1CXwQsAR6BAgDEAE&biw=1920&bih=969#imgrc=NAInvwVBJigx1M:

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How to cite this manual as reference?

APA citation style:

Author surname, initial (s). (Year of publication). Book title. Retrieved from [Name of website].

Author surname, initial (s). (Year of publication). Book title. Location: Publisher.

For example:

Rabino, V.S. (2020). Manual on disability support services: a guide for public and private sector. Retrieved from http://www.ncda.gov.ph

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