



#### 10.6.10. Accommodation policy for persons with disability

Alexandria University implements a comprehensive reasonable accommodation strategy to advance equity, access, and full inclusion for students with disabilities. Through a coordinated model that combines the Taha Hussein Disability Centre, institutional initiatives such as Tamkeen, and evidence-based support services, the University reduces structural inequality and strengthens student outcomes across diverse population groups.

This strategy integrates accessible infrastructure, assistive technology, social and psychological care, and inclusive campus activities, supported by a clear administrative framework for requesting accommodations, assessing needs, and guaranteeing fair public health and educational services. By ensuring accessible facilities, empowering programs, and community-based interventions, Alexandria University promotes social justice, reduces barriers, and enhances meaningful participation for all individuals in academic and campus life.

Alexandria adopted a “reasonable accommodation strategy” in practice, which include a combination of: combination of:

- A dedicated disability center (Taha Hussein) with broad objectives,
- Institutional initiatives (like “Tamkeen”),
- Concrete services (assistive devices, social/psychological support),
- Infrastructure modifications (ramps, accessible facilities),
- Inclusion in campus life (events, activities)

A functional accommodation framework. :

- The process by which a student with disability formally requests accommodations (e.g., who to approach, what documents needed, how needs are assessed).
- A standard set of possible accommodations, and the criteria for eligibility.
- A clear guarantee that accommodations are guaranteed (unless impossible), with a transparent appeal or review mechanism.
- A dedicated, guaranteed funding mechanism (e.g., a budget line, dedicated fund) for disability accommodations — beyond general support.
- The “Tamkeen” initiative involves academic accommodations, extra-curricular and social inclusion, and empowerment of students with disabilities
- **Concrete support services: assistive devices, social & psychological support, inclusive activities**
- The university has organized support via the Student Affairs / Social Solidarity Unit that provides assistive devices such as hearing aids, wheelchairs, white canes, computers with assistive software, etc.

- It runs awareness campaigns, social integration events (e.g., arts, performances, student-led activities), psychological/social support sessions to help students overcome stigma, build confidence, and integrate.
- Students with disabilities are included in general campus life and student activities (e.g., a “social leaders” team participating in flag-raising ceremonies). This shows an attempt at full inclusion, not isolation. **4. Built-in infrastructure/accessibility improvements**
- The campus disability-infrastructure report indicates that buildings have been modified (ramps instead of steps, accessible facilities, building adaptations) to allow mobility-impaired students to navigate campus.
- The Center aims to “track accessibility (learning programmes – Buildings)” indicating that the university recognizes the need to adapt both curriculum delivery and physical facilities.