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Studieren mit Behinderungen
studying with disabilities

The International Interdisciplinary Congress on
Diversity-sensitive Teacher Education
Potentials and Limits of Development for Inclusive Universities

17- 18- 19 October 2018
The Salzburg University of Education Stefan Zweig.
Austria

A long and winding road to go
1. Inclusion and university is still a neglected field of research.
2. The road to an inclusion-sensitive university is winding and long-lasting - paved with setbacks.
3. Inclusion in higher education varies according to the type of disability.
4. Compensation for disadvantages and reasonable accommodations are rather scarce and are not always useful.
5. Inclusion in higher education takes place under the premise and promise of employability embedded in neoliberalism.
Inclusion, CRPD & HE

"The will to implement inclusion has been clearly expressed ... But the discussion on inclusion in the universities has just begun."

Knauf, H. 2015. 21
Examples: Demands and Requests (source texts)

- I want to ask you about learning disabilities. I have **learning disabilities** and in my college I get more time in exams. Is in the university of Luxembourg it some?

- Dear Arthur, My name is ... I am coming this monday to Luxembourg for student exchange. In my college i have extra time in tests. What am i suppose to do to get **extra time** in the university of Lu.?

- I work for the Special Education Unit in .... During the last 7 years, I have accompanied ... in his school environment, because he has **Asperger's syndrome**...... On Monday, he will start at the University, where he is studying history. I believe that it is important to be in contact with the new school ..... .

- Probably you know the students ... ; He is a **diagnosed schizophrenic**, studied at the moment in the Bachelor en ... . Fails his studies from the standard period of study, and we must now decide whether / how he can continue his studies.

- **would you accept a French hearing-impaired law student in your University?** At the moment he has validated his first year of law in France.

- **Just an additional question about the student with Asperger-syndrome... and that some of my colleagues have also asked): - are there any types of assessment that this students can/cannot take?**
Inclusion in HE: University Luxembourg

2003

1% <---less than 1%--->


Inclusion Office 2016

0.88%

2018 new law

UniLu

2007

Sign. CRPD

2011

Ratif. CRPD

2017-18

reasonab. accommodation

56 total

35 men

21 women

100

80

60

40

20

0

Uni.Lu

Disabil. Office 2005

Univ. Lu 2003

0.41%

2004-5 Wihi

2005-6 Wihi

2006-7 Wihi

2007-8 Wihi

2008-9 Wihi

2009-10 Wihi

2010-11 Wihi

2011-12 Wihi

2012-13 Wihi

2013-14 Wihi

2014-15 Wihi

2015-16 Wihi

2016-17 Wihi

2017-18 Wihi

0%

7

6

13

2003

Disabil. Office 2005

Univ. Lu 2003

0.41%

2004-5 Wihi

2005-6 Wihi

2006-7 Wihi

2007-8 Wihi

2008-9 Wihi

2009-10 Wihi

2010-11 Wihi

2011-12 Wihi

2012-13 Wihi

2013-14 Wihi

2014-15 Wihi

2015-16 Wihi

2016-17 Wihi

2017-18 Wihi

0%

7

6

13
International project on HE and Students with Disabilities
- Launched in 2012
- **Enabling students with disabilities or disorders to participate in HE**
- Multinational collaboration of disability officers from Universities in Belgium, France, Germany, and Luxembourg → “Greater Region”

http://www.uni-gr.eu
The University of the Greater Region:

Greater Region: Heart of Europe
Surface ca. 65,400 km$^2$.
Population: ca. 12,000,000
Cross-border commuter → LU ca. 200,000

Universities of the Greater Region

Uni. Henri Poincaré Nancy
Uni. Nancy 2
Uni. Paul Verlaine Metz
Uni. Liège/Lüttich/Luik
Uni. des Saarlandes Saarbrücken
TU Kaiserslautern
Uni. Luxembourg (Esch Belval 2014/2015)

ca. 125,000 Students
Art. 1 ... to enable students with disabilities (swd) to participate in student mobility....

Art. 2 ... to ensure equal opportunities and full participation in all swds’ activities in the classroom and beyond.

Art. 3 ... to guarantee swd access to all services, offers, equipment, and infrastructures. ... to complete successfully ... , all domains of university’s activities (research, teaching, and examination) taken into account. .... to raise awareness on inclusive education.

Art. 4 ... mutual recognition of the different provisions

Art. 5 ... to avoid break in mobility programmes. ..... 

Art. 6 ... establish or maintain a service for swd ....

Art. 7 ... networking: swd within the greater region

Students with Disability coming from Be, Fr, Ge to Lu

N_{tot} = 56
54% Lux
46% non Lux
17GR +9 other
You're getting off to a good start!

### Students with disabilities (swd)

<table>
<thead>
<tr>
<th>Did the University of Luxembourg consider your impairment at the enrollment?</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15%</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>39%</td>
<td>5</td>
</tr>
<tr>
<td>I don't know</td>
<td>46%</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>13</td>
</tr>
</tbody>
</table>

### Head of Programmes (hp)

*In which way is the admission process of your study programme responsive to the existence of an impairment?*

<table>
<thead>
<tr>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>50%</td>
</tr>
<tr>
<td>Modification of assessments</td>
<td>20%</td>
</tr>
<tr>
<td>Quote-regulations</td>
<td>0%</td>
</tr>
<tr>
<td>Beneficial system</td>
<td>5%</td>
</tr>
<tr>
<td>Others</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Disability disclosure by enrolment

<table>
<thead>
<tr>
<th>Did you indicate the impairment / disability or chronic illness at the initial enrolment paper?</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53.9%</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>46.1%</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>13</td>
</tr>
</tbody>
</table>

**„Dark Figure“?**

Underestimation of the actual number of students with disabilities:

Survey II Students with disabilities (SwD) N= 47+? Return = 28%

2017-2018: 56 (.88%) -> **104** (1.63%)
## Types of Disability

<table>
<thead>
<tr>
<th>Item (impairment)</th>
<th>%</th>
<th>N</th>
<th>Overall disable. (2005-2017)</th>
<th>Estim. mean winter term</th>
</tr>
</thead>
<tbody>
<tr>
<td>mobility impairment</td>
<td>23.1%</td>
<td>3</td>
<td>224 = 33.1%</td>
<td>10</td>
</tr>
<tr>
<td>acoustic or speech</td>
<td>7.7%</td>
<td>1</td>
<td>62 acoust. &amp; 2 sp. = 13.1%</td>
<td>4</td>
</tr>
<tr>
<td>visual impairment</td>
<td>0 %</td>
<td>0</td>
<td>40 = 5.9%</td>
<td>2</td>
</tr>
<tr>
<td>psychological</td>
<td>7.7%</td>
<td>1</td>
<td>7 Psych &amp; 10 Autism = 2.5%</td>
<td>1</td>
</tr>
<tr>
<td>long-term disease</td>
<td>38.5%</td>
<td>5</td>
<td>109= 16.1%</td>
<td>5</td>
</tr>
<tr>
<td>Learning disorders (“DYS”)</td>
<td>23.1%</td>
<td>3</td>
<td>10 ADHD= 1.75% &amp; 5“DYS”= 0.7%</td>
<td>ADHD: 1-2 Dys: 1</td>
</tr>
<tr>
<td>other kind of impairment</td>
<td>15.4%</td>
<td>2</td>
<td>185 n.a.= 27.3%</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>13</td>
<td>677</td>
<td>30</td>
</tr>
</tbody>
</table>
### Hidden Disabilities

Is it recognizable for others that you are impaired? How high do you estimate the perceptibility of your impairment?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others recognize my impairment on the first encounter.</td>
<td>9.1%</td>
<td>1</td>
</tr>
<tr>
<td>Others presumably recognize my impairment after a while.</td>
<td>18.2%</td>
<td>2</td>
</tr>
<tr>
<td>My impairment is not perceptible for others.</td>
<td>72.7%</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>11</td>
</tr>
</tbody>
</table>
### „Studyability“ and Disability

#### Item Likert-scale 1 - 4 & no assessment stats FTC FDE FLSHASE

<table>
<thead>
<tr>
<th>Impairment</th>
<th>1 Without major problem</th>
<th>2 Possible but restricted</th>
<th>3 Major restriction</th>
<th>4 Not possible</th>
<th>No ass.</th>
<th>N</th>
<th>Mean</th>
<th>Stdev</th>
<th>Mean</th>
<th>Mean</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>mobility</td>
<td>47%</td>
<td>26%</td>
<td>16%</td>
<td>0%</td>
<td>11%</td>
<td>19</td>
<td>1.65</td>
<td>0.79</td>
<td>2.00</td>
<td>3</td>
<td>1.57</td>
</tr>
<tr>
<td>Auditive/speech</td>
<td>11%</td>
<td>42%</td>
<td>26%</td>
<td>16%</td>
<td>5%</td>
<td>19</td>
<td>2.50</td>
<td>0.92</td>
<td>2.87</td>
<td>2</td>
<td>2.29</td>
</tr>
<tr>
<td>Visual</td>
<td>5%</td>
<td>32%</td>
<td>37%</td>
<td>21%</td>
<td>5%</td>
<td>19</td>
<td><strong>2.78</strong></td>
<td>0.88</td>
<td>3.38</td>
<td>2</td>
<td>2.43</td>
</tr>
<tr>
<td>Psych.</td>
<td>25%</td>
<td>45%</td>
<td>10%</td>
<td>5%</td>
<td>15%</td>
<td>20</td>
<td>1.94</td>
<td>0.83</td>
<td>2.25</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Illness</td>
<td>16%</td>
<td>47%</td>
<td>5%</td>
<td>5%</td>
<td>26%</td>
<td>19</td>
<td>2.00</td>
<td>0.78</td>
<td>2.13</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>ADHD Dys</td>
<td>21%</td>
<td>31%</td>
<td>5%</td>
<td>16%</td>
<td>26%</td>
<td>19</td>
<td>1.82</td>
<td>1.1</td>
<td>2.50</td>
<td>/</td>
<td>1.83</td>
</tr>
</tbody>
</table>

UniLu Survey 2017 Attention: low cell loading
## Reasonable Accommodations

<table>
<thead>
<tr>
<th>Item</th>
<th>granted %</th>
<th>SwD+HP</th>
<th>RA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Extension of time to work</td>
<td>29.2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2 Admission to modules and divergence of achievements</td>
<td>4.2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3 Order of accomplishing modules</td>
<td>4.2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4 Own space for working with suitable equipment</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5 Allowance of personal or instrumental support</td>
<td>8.3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6 Sign language interpreter. assistive technologies</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7 Adjustment of remits (e. g. with regard to fount, style...)</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8 Codetermination as far as appointment, place, seat, guard.</td>
<td>12.5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9 Replacement of a shape of examination</td>
<td>8.3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10 Temporary flexibility with regard to accomplishing merits</td>
<td>16.7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11 Accessibility to a space</td>
<td>4.2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12 Access to activities aiming at helping students, extra pause</td>
<td>12.5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13 other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>
Reasonable Accommodations

UniLu Survey 2017
very low cell loadings

Definition of Student with Disability:

• Art. 1,12. User with special educational needs:

By "user with special educational needs" is meant any user with a particular disability or incapacity whose impact hinder normal progress in studies or prevent him from using the knowledge and skills acquired during the assessment tests and who is such that these obstacles and impediments can be overcome by the reasonable accommodations provided for in this section.

reasonable accommodations provided by Uni.Lu

1. the design of auditoriums or seminar rooms;
2. a separate room for the evaluation tests;
3. an adapted presentation of the questionnaires;
4. an increase in time during the evaluation tests;
5. additional breaks during the evaluation tests;
6. the use of technological and human aids to compensate for particular deficiencies;
7. the spreading of the evaluation tests over two examination sessions;
8. the replacement of part of the evaluation procedures provided for a course;
9. exemption from some of the assessment tests or elements of work, participation or, .......
10. a derogation from the criteria concerning the percentage of ECTS credits to be passed at the end of the first year... .
11. an exemption from the mobility requirement ...
12. the relocation of assessment tests outside the University;
13. the completion of the learning of some or all elements of a program of study outside the University.

Inclusion policy in Higher Education

**Germany**: The overarching objective is to develop a University for all, which ensures the equal participation of all students. (HRK 2009)

**France**: The institutions of higher education enroll students with disabilities or with health problems, in the same way as other students, and ensure their study by implementing necessary accommodations within the University (Law of February 11, 2005, 20)

**Luxembourg**:
- no general act on inclusion in higher education.
- 2003 first Act on University no disability compensation mentioned
- 2018 Act on Luxembourg University: *user with special educational needs*;
- „Inclusion“ is no matter of concern
On the way to?

4) The **inclusive university** / University for all
3) Opening up of universities / diversity and **equal opportunity** meet disability
2) "**Obstacles reduced**" educational establishment/ accessible HE
1) **University without disabilities** / Higher Education = *elitist and inclusion-free area*

c.f. Knauf. H. 2015
Inclusion in Programme BSSE

BSSE-ME-3.01

Disability and non-discrimination: Social Work meets persons with disabilities
optional module: three-part seminar cycle term 2, 3, and 5

And Bachelor thesis
Selected References


Loi du 27 juin 2018 ayant pour objet l'organisation de l'Université du Luxembourg, Legilux Luxembourg

